

**Minutes of the  
North Carolina State Board of  
Education Education Building  
301 N. Wilmington  
Street Raleigh, NC  
27601-2825  
April 4 – April 5, 2018**

The North Carolina State Board of Education met and the following members were present:

William Cobey, Chairman  
Eric Davis  
Greg Alcorn  
Amy White  
Lt. Governor Dan Forest

Wayne McDevitt  
Patricia Willoughby  
Rebecca Taylor  
Olivia Oxendine

Also present were:

State Superintendent Mark Johnson  
Freddie Williamson, Superintendent Advisor  
Roberta Scott, Local School Board Member Advisor

Jason Griffin, Principal of the Year Advisor  
Lisa Godwin, Teacher of the Year Advisor  
Bobbie Cavnar, Teacher of the Year Advisor

**CALL TO ORDER AND INTRODUCTION**

SBE Chairman Cobey called the Wednesday session of the State Board of Education meeting to order and officially declared the Board meeting in session. Chairman Cobey welcomed all Board members, Advisors, staff, onsite visitors and online listeners to the April 2018 State Board of Education meeting. He informed the audience and those listening via live stream that the agenda and all materials were posted online at [ncpublicschools.org](http://ncpublicschools.org) by clicking on “SBE Meetings” at the top right of the page.

Chairman Cobey noted that the Board’s official meeting day was the first Thursday of the month and that Wednesday proceeding was reserved for committee meetings. Chairman Cobey announced that following the March meeting, Vice Chairman Collins announced his resignation from the Board, no later than April 14, 2018. Considering that resignation, not only would the Board say its formal “Goodbye” to Mr. Collins when he joined the meeting tomorrow, but the Board would also elect a new Vice Chairman at the close of the meeting. Chairman Cobey also shared that there was a special guest joining the meeting tomorrow – Ms. Margaret Spellings, President of the University of North Carolina System.

Chairman Cobey noted that April 4, 2018, was the 50<sup>th</sup> anniversary of the assassination of Dr. Martin Luther King Jr. We would remember him today for his work and words stand for the lost to his family.

Chairman Cobey read the Ethics Statement that was required: In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act. He reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that, if during the meeting members became aware of an actual or apparent conflict of interest, they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

**APPROVAL OF AGENDA**

As the first order of business, Chairman Cobey noted that Board members had the opportunity to review the March agenda, and asked if there were any requests for changes. Hearing no requests for changes, he requested a motion for approval.

**Discussion/Comments:**

- There was no further discussion.

*Upon motion made by Ms. Amy White and seconded by Mr. Eric Davis, the Board voted unanimously to approve the State Board of Education meeting agenda for April 4-5, 2018.*

### SBE ISSUES SESSION

Chairman Cobey noted that the morning’s meeting would begin with the issue session. He reminded everyone that these sessions were part of the Board’s annual training requirements because they provided important information on issues and topics related to public education that could impact the Board’s policies and guidance to school systems. Chronic teacher absenteeism was the topic of this issue session, and Dr. Oxendine and Mr. Davis worked with State Board and DPI staff to develop the session.

Chairman Cobey recognized Dr. Oxendine to introduce the presentation.

Dr. Oxendine stated that the presentation would help the Board think about data that comes from the department in the field. This presentation was a study produced in the Fall of 2017, by the Fordham Institute that looked at what appeared to be a growing issue around the country in terms of excessive absences with classroom teachers. Dr. Oxendine noted that the presentation was not intended to imply or suggest (in any way) that we have a problem with excessive absences with classroom teachers in North Carolina. Additionally, it was not to infer that classroom teachers should not miss school or that classroom teachers should have healthy children, or that classroom teachers should not be sick. She added that the presentation would introduce the Board to core facts and data, as well as a define chronic teacher absenteeism. She then introduced Dr. Tom Tomberlin to begin the presentation.

Dr. Tom Tomberlin shared that the presentation was a joint effort between the School Data Research and Reporting Division and School Business Administration with Ms. Alexis Schauss, as well as research partner, Dr. Timothy Drake, NC State University (NCSSU) and Dr. Amy Baxter from (SREB). Dr. Tomberlin noted that all data shared today would be descriptive. He added that were committed (if the Board was so inclined) to dig deeper into any issues that were raised in the discussion.

Dr. Tomlin reviewed the teacher absences policies for the State to provide context about the way teacher absences work related to taking leave from schools, and how it could help the Board understand what (if any) issues there were related to sick leave.

He shared that teachers have three large types of leave:

- Annual Leave
- Personal Leave
- Sick Leave

The policies for educators were dictated largely by General Statute 115C. There were statutory provisions included on when and how teachers could take his/her respective leave. Annual leave was the most common type of leave that teachers accrue. That accrual rate was based on teacher’s years of service. Teachers with fewer than five years of service earned 1.17 days of annual leave per month, but teachers who have 20 or more years of experience earn 2.17 days per month. LEAs have the authority to set the length of an educator’s workday. Dr. Tomlin noted that all annual leave was measured in hours. Teachers also have ten required annual leave days built into the school calendar. He talked about the difficulty with beginning teachers in terms of using annual leave or building up annual leave. Certified instructional staff who require a substitute may not use annual leave when students were scheduled to be in attendance. Certified instructional staff were restricted in their use of annual leave and accrue personal leave at the same rate of classroom teachers.

Personal leave was accrued at a rate of 0.2 days per month by all certified staff who require a substitute when absent. He noted that this did not change based on years of service. Teachers earned two personal days per calendar year that could be used when students were in session. Personal leave must be approved by the supervisor; however, there was a provision, that if given five days’ notice, the personal leave cannot be denied. Personal leave can be carried over from one fiscal year to the next with a maximum of five personal days. He also shared if a teacher had an excess of 30 annual leave days in a fiscal year when it rolls over to the new year, it converts to sick leave. He explained therefore, sick leave becomes a large resource for teachers in terms of not being in the classroom when students are in session.

Sick leave was accumulated at a rate of one day per month and can be accumulated indefinitely. He stated that superintendents reserve the right to require documentation for an employee’s use for a sick day. He noted that from NCDPI’s understanding of how LEAs operate, this is not a common practice for an incidental sick day. He added that districts treat teachers as

Education Building, Raleigh	Wednesday, April 4, 2018	State Board Room, 10:00 AM
-----------------------------	--------------------------	----------------------------

professionals and assume that if they are taking a sick day they are in fact sick. Sick leave could not be paid out upon separation of employment except in cases of long-term disability. In the short-term, sick leave had no monetary value. It only had value in the long-term in terms of retirement. When a teacher separated employment either from the LEA or from the state, they receive no compensation for sick leave that had been accrued. Sick leave was banked up to five years and if the employee returns to service, that sick leave was reinstated. If a teacher had not returned within sixty-three months of separation, that sick leave was forfeited and there was no value.

Dr. Tomberlin stated the nation was experiencing s a generation of employees that do not view employment as a thirty-year long-term investment. They viewed it as a series of events along their working years. He added that the Board need to think about a leave policy moving forward. He stated he believed we would continue to see many teachers that feel that they must use this resource to garner any value from it.

Dr. Tomberlin introduced Dr. Drake who shared with the Board that the Fordham Study used a broad definition from the Office of Civil Rights regarding chronic teacher absenteeism, and set their cut off at ten days regardless of how those ten days showed up for sick or personal leave. However, for today's presentation, Dr. Tomberlin decided to take a narrower definition of chronic teacher absenteeism. Dr. Drake shared they decided to use ten nonconsecutive sick days within an academic year as someone who was a teacher that was chronically absent. He added this also included days that teachers might take without pay, as well as personal days.

Dr. Drake provided statewide descriptive statistics for the last three years to provide context about trends. The percent of chronically absent teachers generally ranged from 21-22%. This was a slight increase over the timeframe adding that 22% of the teaching force would have ten or more nonconsecutive sick days throughout an academic year. Dr. Drake also shared statistics by SBE region. He noted that teacher absenteeism in the western part of the was lower than the east. Dr. Drake also used the school report card grade to present information about chronic absenteeism. Higher achieving schools had lower rates of chronic teacher absenteeism across all three years over schools with lower report card grades. EVAAS growth showed a similar story with slight differences noting that schools that did not meet expected growth had slightly higher teacher chronic absenteeism.

Dr. Drake provided a to depict chronic teacher absenteeism over time. Approximately 58% were never chronically absent teachers. He also provided additional statistics on teachers who were chronically absent 1-3 times, noting that about 42% of the teaching force has been chronically absent at least one year during the time outlined in the presentation.

Ms. White asked clarifying questions related to a teacher's years' experience. Specifically, did the degree of absenteeism increase or decrease relevant to the number of years of teaching experience? She suggested that young female teachers in the first ten years of their career, might possibly be absent, not because they are choosing to be absent, but because they are of childbearing age and have young children for which they are responsible and needed to be home. Dr. Drake replied with two points. Teachers out on maternity leave were not reflected in the data set. Dr. Drake added that they had not looked at absenteeism by experience, while Dr. Tomberlin outlined the policies that are a variable may need to be explored. Mr. Alcorn asked if there was a monetary cost that could be measured by unanticipated absenteeism. Dr. Tomberlin replied yes, there was a cost for the LEAs. LEAs were using state funds to pay for substitute teachers as well as additional costs. He added that this was another topic to dig deeper into regarding the cost to districts in terms of state funds that could be used in other areas.

Ms. Willoughby commented that if the Board wanted to know what was happening, the Board should ask teachers. She asked if teachers had a role in this report. Ms. Willoughby added that the Board could look at the Teacher Working Conditions Survey. Ms. White asked if it was fair to identify a teacher as chronically absent if it was allowed in the policy. She added that we currently have a system that says it is okay to take that day once a month, then turn around and say, if you are taking an allowed day then the teacher was labeled chronically absent. Ms. White commented that the policy forced professional educators to only take the days off during collaboration opportunities. Mr. Cavnar commented that the Board could not overstate how many teachers were primary caregivers for children. He shared that it would be interesting to look at these statistics and ask how often the absences were because of a sick child or other childcare needs. He also noted that it was very complicated to find substitutes for a block of time or a half-day. There was no flexibility and perhaps LEAs could look at that as an option.

Chairman Cobey stated that it was apparent that chronic teacher absenteeism was a problem in many areas and needed attention to determine steps the Board could take to address chronic teacher absenteeism.

Chairman Cobey then recognized Mr. Eric Davis, Committee Chair for the Educator Standards and Practices Committee.

**STUDENT LEARNING AND ACHIEVEMENT COMMITTEE CHAIR REPORT**  
**(Mr. Eric Davis, Chair, and Dr. Olivia Holmes Oxendine, Vice Chair)**

***ACTION***

**SLA 1 – Alternative Charter School Request for an Alternative Accountability Model**

**Policy Implications:** SBE ACCT-038, G.S. §115C-12(24), G.S. §115C-83.15

**SBE Strategic Plan**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Objective 1.2:** Graduate students prepared for post-secondary education.

**Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

**Objective 1.4:** Reduce the percentage of students needing remediation in post-secondary education.

**Objective 1.5:** Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

**Presenter(s):** Dr. Stacey Wilson-Norman (Chief Academic Officer, Academic Services) and Dr. Tammy Howard (Director, Accountability Services)

At its November 2017 meeting, the State Board of Education approved three charter schools - Central Wake Charter High School, Commonwealth High School and Stewart Creek High School - as alternative schools for accountability purposes, making them eligible to participate in the Alternative Schools' Accountability Model. The schools submitted their intent to participate to the Accountability Services Division within one week of approval, as requested. All three schools selected Option D, to submit their own accountability model to the State Board of Education for approval.

Resources:

**Recommendations:**

It is recommended that the SBE approve the alternative accountability options as presented.

**Discussion/Comments:**

- SLA Committee Chair Mr. Eric Davis noted that the item was unchanged from the previous month.
- No additional comments.

This item was presented for Action during the April 2018 State Board of Education meeting. (See Attachment SLA 1)

***ACTION ON FIRST READING***

**SLA 2 – Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina: K-8 Mathematics**

**Policy Implications:**

**SBE Strategic Plan**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Objective 1.2:** Graduate students prepared for post-secondary education.

**Objective 1.5:** Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

**Goal 2:** Every student has a personalized education.

**Objective: 2.2** Increase the number of teachers and students using digital learning tools.

**Presenter(s):** Dr. Stacey Wilson-Norman (Chief Academic Officer), Ms. Deborah Goodman (Lead Consultant, Digital Teaching and Learning) and Dr. Carmella Fair (Instructional Resource Consultant, Digital Teaching and Learning)

**Description:**

The 2018 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina contains the process and procedures for submission, evaluation, and adoption of K-8 Mathematics Education. The 2018 Invitation also includes rules and regulations based on General Statutes and State Board Policies that govern the adoption process. The 2018 Invitation has been reviewed by General Counsel to the Board, as directed by State Board Policy TEXT-001.

Education Building, Raleigh	Wednesday, April 4, 2018	State Board Room, 10:00 AM
-----------------------------	--------------------------	----------------------------

The 2018 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina goes to publishers registered on the NC Publishers Registry to request submission of textbooks/instructional materials for evaluation. The Invitation outlines procedures and timelines for the textbook adoption process. Prior to the Invitation being issued, DPI content consultants review relevant standards and curricula to develop the criteria for submission of materials. The criteria are included in the Invitation that is sent to publishers registered on the NC Publishers Registry upon State Board approval. Evaluation sheets are written using the criteria.

The statewide adoption process offers one way for schools to have access to quality instructional materials at the lowest prices available. The adoption process stresses compatibility with the North Carolina Standard Course of Study and the appropriateness of the materials for the teachers and students who are end users.

Resources:

Division of Digital Teaching and Learning staff; Division of K-12 Standards, Curriculum and Instruction staff; Division of Exceptional Children staff; Procurement Office staff; State Board of Education Legal Counsel

#### **Recommendations:**

The State Board of Education is requested to approve the 2018 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina at its April 2018 meeting for the content area presented.

#### **Discussion/Comments:**

- SLA Committee Chair Mr. Eric Davis recognized Dr. Stacey Wilson-Norman to lead this item.
- Dr. Wilson-Norman presented the invitation to submit textbooks for evaluation adoption in North Carolina K-8 mathematics.
- She shared that the Curriculum and Instruction (C & I) team were still working on the Level IV mathematics for high school and would present information at a later meeting.
- Dr. Wilson Norman reminded the Board that last month they discussed the modernization process and how they were aligning the textbook process to the newly adopted review, revision, and implementation of the North Carolina Standards policy.
- She also shared how C & I had updated the criteria sheets through collaboration standards, curriculum and instruction and Digital Teaching and Learning. Currently, an investigation was being conducted to determine an appropriation line platform. She also noted the updated contract language and State Board policies signaling a greater focus on digital content.
- Dr. Camilla Fair outlined the steps they would take to adopt the K-8 mathematics textbook adoption.
- Dr. Fair highlighted policies that have an ethical or legal context. She shared a high-level overview which included the invitation, evaluation of bids that the publishers submit, recommendations would then be made to the Board for adoption consideration. Dr. Fair noted that the result was that we should obtain high-quality instructional materials at the lowest cost.
- Dr. Fair discussed some of the public school laws and policies beginning with § 115C-87 - Appointment of Textbook Commission was recommended by our State Superintendent and appointed by our Governor. The Commission works to evaluate textbooks offered for adoption. The Commission was responsible for final evaluations and then presents its recommendations to the Board. Dr. Fair shared the tentative schedule for the 2018 Adoption Process.
- She also discussed State Board policies that guide textbook adoption which included the following: TEXT-001 Textbook Evaluation Criteria and Invitation to Submit; TEXT-006 Textbook Publishers' Registry - Only registered companies receive notice; TEXT-006 Legal and Ethical Considerations; SBOP-004 Legal and Ethical Considerations.
- Dr. Fair stated that after approval of the invitation, publishers develop sample materials for evaluation, Commission members determine the number of teachers needed to serve as evaluation advisors, and then adopted materials are made available during 2019-20 school year.

This item was presented for Action on First Reading during the April 2018 State Board of Education meeting. (See Attachment SLA 2)

## ***ACTION ON FIRST READING***

### **SLA 3 – State Advisory Council on Indian Education Nominee for Membership to Fill Vacancy**

**Presenter(s):** Dr. Susan Silver (DPI Liaison to SACIE)

#### **Description:**

The State Advisory Council on Indian Education serves a vital role in advising the State Board of Education on issues pertaining to the education of American Indian students. As legislatively mandated, Council membership is determined based on recommendations from the NC Commission of Indian Affairs Board, with review and final approval of all nominees by the NC State Board of Education.

In September 2017, Ms. Chenoa Davis resigned from the State Advisory Council on Indian Education. The NC Commission of Indian Affairs has put forth a nominee to serve out the remainder of Ms. Davis' term. The nominee is a member of the Haliwa-Saponi tribe and a career educator with over 30 years of experience.

#### **Recommendations:**

The NC Commission of Indian Affairs Board recommends that the State Board of Education approve the nominee.

#### **Discussion/Comments:**

- SLA Committee Chair Mr. Eric Davis recognized Dr. Susan Silver to lead this item.
- Dr. Silver presented this item on behalf the State Advisory Council on Indian Education (SACIE) to fill a vacancy. She reminded the Board that legislation required the Council to have a certain number of members have educators that were parents. Ms. Angela Richardson had been recommended and her application was available on eBoard.

This item was presented for Action on First Reading during the April 2018 State Board of Education meeting. (See Attachment SLA 3)

## ***DISCUSSION***

### **SLA 4 – Revision to the Policy Requiring End of Course as at Least 20% of a Student's Final Course Grade During Initial Operational Year**

**Policy Implications:** SBE TEST-003 and TEST-016

#### **SBE Strategic Plan**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Objective 1.2:** Graduate students prepared for post-secondary education.

**Objective 1.4:** Reduce the percentage of students needing remediation in post-secondary education.

**Objective 1.5:** Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

**Presenter(s):** Dr. Stacey Wilson-Norman (Chief Academic Officer, Academic Services) and Dr. Tammy Howard (Director, Accountability Services)

#### **Description:**

In June 2017, the North Carolina State Board of Education (SBE) adopted new K–8 mathematics standards and approved revised high school mathematics standards for NC Math 1 and NC Math 3. These standards and the new assessments aligned to the standards will be implemented in the 2018–19 school year. For tests developed under the North Carolina Testing Program, academic achievement standard setting, the process of determining cut scores for the different achievement levels is conducted in the summer following the implementation year, which results in a delay of students' test scores. SBE policies TEST-003 and TEST-016 require public schools to use results from all course-specific operational assessments as a minimum of twenty percent (20%) of the student's final grade for each respective course. Because test scores will not be returned the last day of the semester following the implementation year, it impacts student placement, graduation, and sports eligibility decisions.

#### **Recommendations:**

It is recommended that the SBE remove from SBE policies TEST-003 and TEST-016 the 20% of the final grade requirement

Education Building, Raleigh	Wednesday, April 4, 2018	State Board Room, 10:00 AM
-----------------------------	--------------------------	----------------------------

for students enrolled in a course during the initial implementation year of new assessments for courses where scores are not immediately available due to standard setting. This policy change would become effective with the 2018–19 school year and beyond.

**Discussion/Comments:**

- SLA Committee Chair Mr. Eric Davis recognized Dr. Tammy Howard to lead this item.
- Dr. Tammy Howard shared that when implementing a new assessment, it was not possible to provide student-level results on the assessment until the Standard Setting Process was completed, which was typically the summer following the school year. This would be the situation for the 2018-19 school year with the implementation of the new high school mathematics assessments.
- Dr. Howard shared communication to stakeholders and colleagues and affirmed that there would not be any data available until after the Standard Setting Process in the summer of 2019. She added that it was particularly important for high schools because of the State Board’s policy about the inclusion of the EOC or NC Final Exam score in the student’s final grade for any course associated with an end of course assessment or with an NC Final Exam course. This policy revision would standardize the practice of not having this requirement in the implementation year of a new assessment.

This item was presented for Discussion during the April 2018 State Board of Education meeting. (See Attachment SLA 4)

**DISCUSSION**

**SLA 5 – State Advisory Council on Indian Education Annual Report**

**Policy Implications:**

**SBE Strategic Plan**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Objective 1.2:** Graduate students prepared for post-secondary education.

**Objective 1.4:** Reduce the percentage of students needing remediation in post-secondary education.

**Objective 1.5:** Increase student performance on the state’s End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

**Goal 2:** Every student has a personalized education

**Objective 2.1:** Increase the number of students who graduate from high school with post-secondary credit

**Objective 2.5:** Decrease the percentage of Low-Performing Schools and Low-Performing School Districts in the State

**Goal 3:** Every student, every day has excellent educators

**Objective 3.1:** Develop and support highly effective teachers

**Objective 3.2:** Develop and support highly effective principals

**Objective 3.2:** Increase the access to effective and highly-effective teachers for students in low-achieving and high-poverty schools relative to their higher-achieving and lower-poverty peers.

**Goal 5:** Every student is healthy, safe, and responsible

**Objective 5.1:** Create and maintain a safe and respectful school environment

**Presenter(s):** Dr. Connie Locklear (Chairperson, State Advisory Council on Indian Education), Dr. Susan Faircloth (Vice Chairperson State Advisory Council on Indian Education), and Dr. Susan Silver (DPI Liaison to the State Advisory Council on Indian Education)

**Description:**

The State Advisory Council on Indian Education serves a vital role in advising the State Board of Education on issues pertaining to the education of American Indian students. As legislatively mandated, the Council analyzes the academic performance of American Indian students in North Carolina’s public schools, outlining major findings and recommendations to the State Board of Education.

The full report analyzes student achievement data from the 2013–2017 performance on state tests, SAT and ACT participation and performance, Advanced Placement course participation and test performance, graduation and dropout rates and compares the performance of North Carolina’s American Indian students to that of other representative student groups. The data reveal disparities between American Indian student performance and statewide performance. An electronic copy of the report will be provided to the Board and will be posted to <http://www.ncpublicschools.org/americanindianed/reports/>.

**Recommendations:**

It is recommended that the State Board of Education accept the report of the State Advisory Council on Indian Education.

#### **Discussion/Comments:**

- SLA Committee Chair Mr. Eric Davis recognized Dr. Susan Silver to lead this item.
- Dr. Silver stated that legislation required that SACIE submits an annual report to the State Board of Education with recommendations for how to move forward and provide an overview of the performance of American Indians in the state.
- She then introduced Dr. Connie Locklear, SACIE Chairwoman to share specific data.
- Dr. Locklear shared a map of North Carolina and noted that eight states recognized tribes across the state.
- She noted that this year's theme was "Growing Sacred Wisdom Keepers Through Connections to American Indian Culture and Education."
- Dr. Locklear provided state-level findings for the EOG in reading noting that the American Indian students were falling behind their Caucasian counterparts by 27.8%. The EOG math difference was 27.3%. The four-year cohort graduation rate difference was 4.9%, and the dropout rate difference was 61%.
- She also shared key findings for EOGs. While American Indian Students' reading and math EOG performance percentages had slightly increased over the past 3 years, there was still an achievement gap between them and their White and Hispanic peers.
- Dr. Locklear also discussed key findings for EOCs. There was an increase in American Indian Students' EOC performance percentages for the 2016-17 school year; however, the achievement gap between them and their White and Hispanic peers was still present.
- She talked about key findings for graduation noting there was an increase in American Indian Students' graduation rates, which were above both their Black and Hispanic peers but still below their White peers. Dropout rates declined -1.27% since the 2014-15 school year.
- The percentage of American Indian students taking an Advanced Placement Exam had steadily dropped since the 2014-15 school year. She also stated that the AP Exam passing rate for American Indian students had increased, but remained below their White and Hispanic peers.
- Dr. Locklear shared that the percentage of American Indian students taking the SAT had steadily dropped since the 2014-15 school year and scores remain below their White and Hispanic peers. The average scores on the ACT were 2.2 points below the state average.
- Dr. Locklear provided recommendations and noted the similarities to last year's recommendations with the exception that the Board strongly encouraged identifying low performing districts and schools that enrolled American Indian students to develop goals and activities that would specifically address academic achievement of American Indian students in their improvement plans.
- Mr. McDevitt asked if the data included the tribal school. Dr. Locklear replied, yes, adding that when looking at the map, we think that the students are only in those communities but they are not. She noted that there were students across the state.
- Dr. Oxendine asked what was the percentage of American Indian students at Southside Ashpole Elementary School? Dr. Locklear replied that there were approximately 300 American Indian students that they would no longer be able to serve.

This item was presented for Discussion during the April 2018 State Board of Education meeting. (See Attachment SLA 5)

#### **DISCUSSION**

#### **SLA 6 – Council on Educational Services for Exceptional Children - Membership**

#### **Policy Implications:**

#### **SBE Strategic Plan**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Presenter(s):** Dr. Stacey Wilson-Norman (Chief Academic Officer, Academic Services) and Mr. William J. Hussey (Director, Exceptional Children Division)

#### **Description:**

The Council is established in federal and State law as an Advisory Council to the State Board of Education. Its establishment is set forth in Section 300.167-300.169 of the federal regulations, Section 1412(a)(21) of the Individuals with Disabilities Education Act (IDEA 2004) and Section 115C-121.1 of North Carolina General Statutes. The Council advises the State Board of Education on unmet needs within the state in the education of children with disabilities.

Legislation requires that a majority of members of the Council must be individuals with disabilities or parents of children with disabilities. The Council shall represent the various interests of the groups concerned with the education of children with disabilities, including gender, ethnic diversity, and representation from across the State.



Education Building, Raleigh	Wednesday, April 4, 2018	State Board Room, 10:00 AM
-----------------------------	--------------------------	----------------------------

In accordance with State Board of Education policy, the Council has a minimum of 24 appointed members. Two members are appointed by the Governor, two by the President Pro Tempore, two by the Speaker of the House, sixteen by the State Board of Education, and five members referred to as state agency representatives are designated by federal regulations. Terms for State agency members are governed by virtue of their position. The term of appointments for all members except those appointed by the State Board of Education is for two years. State Board of Education appointments are for four-year terms with no person serving more than two consecutive four-year terms.

Membership requires the majority of members be parents of children with disabilities. The Council seeks recommendations with geographical, gender and race diversity. The Council is seeking recommendations to fill seven (7) vacancies: one Special Education Teacher; one LEA Special Education Administrator; one LEA General Education Administrator; one representative from Institutions of Higher Education; and a minimum of three parents of children with disabilities, ages birth - 26, that may be interested in serving in this capacity.

#### **Recommendations:**

At the April meeting, the State Board of Education is asked to submit recommendations to fill the vacancies.

#### **Discussion/Comments:**

- SLA Committee Chair Mr. Eric Davis recognized Mr. Bill Hussey to lead this item.
- Mr. Hussey reminded the Board that there were multiple sets of rotating Council members. He shared that twenty-four members was a minimal Council.
- Mr. Hussey shared that there were seven vacancies; one special education teacher, one special education director, one administrator from the general education side, i.e. principal; an IHE representative, and three parents.
- Districts 2, 4, 5, 6 and 8 do not have parent representatives. Of the three parent vacancies, recommendations can come from any one of those districts and were asking for recommendations.
- Mr. Hussey shared that the EC Division had received recommendations from Mr. Alcorn, the Council and other individuals that would be posted this month for review.
- Ms. Willoughby publicly thanked Mr. Hussey for his leadership with the Council on Educational Services for Exceptional Children.

This item was presented for Discussion during the April 2018 State Board of Education meeting. (See Attachment SLA 6)

#### ***DISCUSSION***

#### **SLA 7 – Early Warning System for Early Identification of At-Risk Children**

##### **Policy Implications:**

##### **SBE Strategic Plan**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Objective 1.2:** Graduate students prepared for post-secondary education.

**Objective 1.4:** Reduce the percentage of students needing remediation in post-secondary education.

**Objective 1.5:** Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

**Goal 2:** Every student has a personalized education

**Objective 2.1:** Increase the number of students who graduate from high school with post-secondary credit

**Objective 2.5:** Decrease the percentage of Low-Performing Schools and Low-Performing School Districts in the State

**Goal 5:** Every student is healthy, safe, and responsible

**Objective 5.1:** Create and maintain a safe and respectful school environment

**Objective 5.1.1** Percentage of schools implementing a Multi-Tiered System of Support (MTSS)

**Objective 5.3:** Decrease the number of students who are chronically absent, dropout, or suspended out of school

**Presenter(s):** Dr. Stacey Wilson-Norman (Chief Academic), Mr. William J. Hussey (Director, Exceptional Children Division), and Dr. Amy Jablonski (Director, Integrated Academic and Behavior Systems)

#### **Description:**

The Every Child Accountability Tracking System (ECATS) consists of three modules: Multi-Tiered System of Support (MTSS), Special Education, and Medicaid. Each module meets critical State, Lea and School needs, as well as federal and

Education Building, Raleigh	Wednesday, April 4, 2018	State Board Room, 10:00 AM
-----------------------------	--------------------------	----------------------------

State laws. ECATS is available to LEAs, Charter Schools, Regional Schools, Educational Services for the Deaf and Blind Schools (ESDB), and other public schools and entities under their purview as the need may arise.

The ECATS Early Warning System component of the MTSS Module, with associated UERS information system employed by NCDPI, provides the state's solution for implementing a statewide early warning system for all public school students. The ECATS Early Warning System includes the collection of student information that will assist schools with identifying students who are at risk. All LEAs and charter schools should use the Early Warning System to identify students who are at risk of adverse outcomes in grades preK-8 as soon as possible in the areas of attendance, behavior, literacy and math. All LEAs and charters should use this to identify students who are at risk of adverse outcomes in the areas of attendance, behavior, and academic indicators (ex: grade point average, course failure, ninth to tenth grade on time promotion).

**Recommendations:**

N/A

**Discussion/Comments:**

- SLA Committee Chair Mr. Eric Davis recognized Dr. Amy Jablonski to lead this item.
- Dr. Jablonski stated that they would like to revise a policy that Mr. Hussey brought forward in March 2016 by adding a component. The component was called the Early Warning System which was part of a larger system entitled the Every Child Accountability Tracking System (ECATS).
- Dr. Jablonski shared some common language and historical context. The ECATS had three modules to it and was free to every district and charter school. The three modules were Special Education, Service Documentation (Medicaid), Multi-Tiered System of Support (MTSS). She noted that ECATS had a direct data interface with PowerSchool and other NCDPI enterprise systems.
- Dr. Jablonski stated that the Special Education module was a collection and reporting of student information for children with special needs which guides users through creating Individuals Education Plans in compliance with state and federal regulations.
- The Service Documentation (Medicaid) service allows service providers at the LEA school level to log or document performed services. Each LEA could bill for those services which are not part of the system.
- The Multi-Tiered System of Support (MTSS) module within ECATS was comprised of three components: The Early Warning System, Intervention Planning System and overall analytics and reporting.
- Dr. Jablonski stated that today's proposal was to add the Early Warning System component to the already established policy that Mr. Hussey brought forth for ECATS.
- She then provided the purpose of the Early Warning System and provided a common language. The purpose was to identify students who were at risk (as early as possible) to intervene to alter student trajectories. This also allowed for districts and charter schools to identify patterns over time. She added we are talking about pre-K through 12.
- The Early Warning System was comprised of indicators. For North Carolina, we have set state thresholds.
- Indicators for pre-K through eighth grade were attendance, disciplinary incidents, literacy, math, grades, EOG scores. Indicators for ninth through 12<sup>th</sup> grade consisted of attendance, disciplinary incidents, GPA, course failures, EOC scores.
- Dr. Jablonski stated that these indicators have been put into an organized system where: struggling learners or students at-risk are identified; interventions are provided- matched to student need with varying intensity levels; individual and aggregate-level progress is monitored. She then shared screenshots of grade level views and group level views.
- She shared the implementation plan was to present the information by established MTSS Cohorts. Cohorts 1 and 2 to had access and training, coaching and support for fall of this year. Cohorts 3 and 4 for winter. Cohort 5 which was comprised mostly of our charter school community for spring 2019.
- She also discussed plans to communicate through newsletters, video clips, and MTSS coordinator communication. There would also be professional development of demonstrations to school districts; content paired with technology, work with district teams, mirror current model, secondary community of practice, connect with previous content. There would be technical assistance and coaching available. Creating screen casts, videos, guidance documents. The research and evaluation team would be monitoring those state thresholds.
- Dr. Jablonski stated that they wanted to edit current ECATS UERS to include the Early Warning System as part of the UERS. Identify students who are at risk of adverse outcomes as early as possible, and problem-solve with collective data sets.

This item was presented for Discussion during the April 2018 State Board of Education meeting. (See Attachment SLA 7)

Indicating no other business, SLA Committee Chair Davis adjourned the April 2018 SLA Committee meeting.

Chairman Cobey then recognized Ms. Tricia Willoughby, Committee Chair for the Healthy Responsible Students Committee.

## HEALTHY RESPONSIBLE STUDENTS COMMITTEE CHAIR REPORT (Ms. Tricia Willoughby, Chair, and Mr. Reginald Kenan, Vice Chair)

### NEW BUSINESS

#### ➤ *High School Health Centers in Rockingham County Schools*

- Ms. Cathy DeMason, Director, Student Health Center

Dr. Rodney Shotwell, Superintendent shared it was important to have health centers in all the traditional high schools because students and absenteeism in high school is difficult to deal with sometimes. He added schools start losing kids to drop out immediately through chronic absenteeism. Dr. Shotwell shared that over his twelve years as Superintendent the impact of student health centers on their students. He also shared that the district had entered into an agreement with UNC-G and part of that initiative was working with Cone Health, and setting up a Student Health Center at Mole Street School. He then introduced Ms. Cathy Demason, Director of Student Health Centers. Ms. Demason made a presentation on the high school health centers in each of the system's high schools in Rockingham County Schools.

Ms. Demason shared the mission which was to improve the health and school performance of Rockingham County High School students by providing comprehensive health care through education, prevention, treatment, and referral. She shared information about a community partnership and the respective Community Advisory Board which was made up of parents and students, school board members, teachers, clergy, community and business representatives, UNC Rockingham Healthcare, Rockingham County Department of Health and Human Services. Ms. Demason shared that they believe in the Whole School, Whole Community, Whole Child Model. They are embedded this belief into the school system and worked closely with the school nurses, school psychologists, other school staff and their SHAC team. She added that they provided an integrated system of care treating the whole child and discussed the provided services.

Ms. Demason provided 2017 statistics which included:

- 3,163 students registered in RCSHS (students cannot use health centers without parental consent)
- 90% of the total high school students enrolled had permission to use their center
- 52% of lashes students use the center
- 9460 visits to the health centers last year (13% were for behavioral mental health)
- Other top reasons were for ENT and respiratory issues, headaches, pain, physical exams, and GI issues
- Users by gender close to 50% (adolescent minority males do not access traditional healthcare systems)
- Users by race and ethnicity (more minority students using the centers than the percent of the minority in their County)

Ms. Demason talked about evidence-based screening tools to identify mental health concerns with students. They used a web-based online Rapid Assessment of Adolescent Preventive Services called RAAPS. They also provided programs to target risky behaviors. Rockingham County was a provider shortage area and was designated as a federal provider shortage area for both primary care, mid-level providers, nurse practitioners, physician assistants and for licensed mental health counselors. Ms. Demason shared one of the ways they reduced barriers was by having the mental health counseling on-site and making sure that health and mental health are fully integrated. She reported that some data from last year showed that 96.8% trusted the Student Health Center to be private. 71.5% reported missing less school. She noted that funding was also a challenge. She added that there had been (to date) one federal grant for school-based health centers. In North Carolina, there were over ninety school-based health centers which included elementary middle and high school students. Twenty-six counties had at least one health center. Ms. Willoughby asked about some of their biggest barriers. Ms. Demason stated that cost was the biggest barrier. There were some grant funds from the state and the amount had decreased over the years for school-based health centers, but the number of school-based health centers had grown significantly. Ms. Willoughby wondered if Medicaid Expansion would be helpful. Ms. Demason replied maybe. She added that typically what goes on in school health centers was not billable, noting that you could not bill for nutrition visits or RN visits.

### ADJOURNMENT

Indicating no other business, HRS Committee Chair Tricia Willoughby adjourned the April 2018 HRS Committee meeting.

Chairman Cobey thanked Ms. Willoughby and noted that her early recognition of the need for these health centers and her creativity and persistence to find and create makes Ms. Willoughby a model for others to follow.

Chairman Cobey then recognized Vice Chair Todd Chasteen for the Business Operations Committee.

**BUSINESS OPERATIONS COMMITTEE MEETING**  
**(Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)**

BSOP Committee Chair Gregory Alcorn called the April 2018 Business Operations (BSOP) Committee meeting to order.

***ACTION ON FIRST READING***

**BSOP 1 – School Nutrition Equipment Assistance Grants**

**SBE Strategic Plan**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

**Objective 4.3:** Use State and federal funding according to State and federal laws and State Board of Education policies

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Ben Matthews (Chief School Operations Officer, Safe and Healthy Schools Support), Dr. Lynn Harvey (Section Chief, School Nutrition Services), and Ms. Janet W. Johnson (Assistant Chief, School Nutrition Services)

**Description:**

The United States Department of Agriculture (USDA) has issued a one-time appropriation to the North Carolina Department of Public Instruction (NCDPI) in the amount of \$813,654.00 to be used for grants to School Food Authorities (SFAs) participating in the National School Lunch Program (NSLP) for the purchase of commercial equipment for use in the preparation and service of nutritious, appealing school meals. The USDA requires preference to be given to schools where fifty percent or more students are eligible for free-or-reduced price meals or the Identified Student Percentage (ISP) exceeds fifty percent. SFAs must have the capacity to manage these funds as demonstrated by their compliance with all Federal regulations that govern the NSLP. (\*Note: School Food Authorities include Public, Charter and Non-Public Schools and Residential Child Care Institutions).

Guidance for State Agencies administering the grant has been provided by the Food and Nutrition Service of the USDA. According to the guidance, equipment is defined as "nonexpendable, tangible property with a useful life of more than one year and a per unit acquisition cost of \$5,000.00." Therefore, grants may not be awarded for a lesser amount.

A Request for Application (RFA) was issued to all SFAs on September 12, 2017. Applications were returned to the State Agency on or before the deadline of December 7, 2017. SFAs were required to complete an SFA Application Summary that enabled the SFA to prioritize their equipment requests and a School Application that described the specific school for which the equipment was requested. Applications were required to provide the following information: total school enrollment, percentage of students that qualify for free-or-reduced price meals or the SFA's ISP, the school's average daily meal participation, an equipment specification and a copy of the most responsive quote or bid from a qualified vendor. In accordance with the USDA guidance, SFAs were required to justify equipment needs based on the achievement of one or more of the following goals:

1. Improve food safety and quality;
2. Increase energy efficiency;
3. Increase student participation;
4. Improve nutrition integrity or implement nutrition standards and/or
5. Allow for the adoption of innovative meal service strategies.

State agencies were all allowed to expand upon these goals. The NCDPI chose to add a sixth goal which was that the equipment requested would better equip the school to use more locally grown fresh fruits and vegetables in the School Nutrition Program. Collectively, the information required in the application and the SFA's justification, based on achieving the goals shown above, provided the criterion for awarding the grants.

A Selection Committee reviewed all applications. The applications were scored based upon the objective criteria described on the previous page. Applications receiving the highest total scores were ranked by score. Available funds were allocated to the applications receiving the highest scores. All reasonable efforts were made to distribute funds equitably based on SFA size, geographic location and available funds.

SFAs will be notified of their grant award(s) upon approval of the SBE. Grant funds will be allotted to the awardees through the department's allotment system. Reporting requirements will be issued simultaneously with the grant award. SFAs will be required to expend the grant funds, in their entirety, by September 4, 2018. The NCDPI will issue its final report to the USDA once confirmation has been received by all awardees that the equipment has been successfully installed and is in use by the SFA.

# **Recommendations:**

It is recommended the State Board of Education approve the Equipment Assistance Grant Award Recipients as presented in the attached document.

# **Discussion/Comments:**

- BSOP Committee Chair Gregory Alcorn recognized Ms. Janet Johnson to lead this item.
- Ms. Johnson stated that this was their ninth year and ninth round of the grants for this purpose. In the 2017–2018 federal budget, it included in the appropriation to assist local schools and purchasing commercial equipment for the use of the school breakfast and lunch programs. North Carolina’s appropriation was \$813,654.
- She added that any school that participated in either program and was in good standing, relative to program compliance, was eligible to apply for these available funds.
- SFAs were required to complete an application, send in various documentation to support the application. Criteria for awarding these grants were established by the US Department of Agriculture. The US Department of Agriculture required them to determine equipment that performed one or more of the following functions: improve food safety and quality, increase energy efficiency, increase student meal participation, improve nutrition integrity or implement our nutrition standards, and to allow for the adoption of innovative meal strategies. They chose to add a sixth function to allow the schools to offer more locally grown fruits and vegetables.
- She stated that the section followed the Board’s policies on awarding discretionary funds. A five-person committee reviewed and scored the applications received based on the six criteria.
- As required (by the USDA) preference was given to those schools that had the highest percentage of free and reduced meals and or schools that had never received grants.
- Forty-eight SFAs submitted proposals in excess of \$1.8 million. Of those, forty were traditional public schools and eight were charter schools.
- Ms. Johnson shared the recommendations listed by education district, which included the specific equipment requested, and its actual cost was quoted in a vendor’s bid.

This item was presented for Action on First Reading during the April 2018 State Board of Education meeting. (See Attachment BSOP 1)

# ***ACTION ON FIRST READING***

# **BSOP 2 – JLEOC Report: School Bus Driver Compensation and Employment Report**

# **SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

**Objective 4.3:** Use State and federal funding according to State and federal laws and State Board of Education policies

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Ben Matthews (Chief School Operations Officer, Safe and Healthy Schools Support Division), and Mr. Kevin Harrison (Section Chief, Transportation Services Section)

This report is in accordance with: SB 257 (SL 2017-57) (SECTION 8.10):

DPI shall study the compensation of school bus drivers in the public schools and the challenges of recruiting and retaining school bus drivers. No later than April 1, 2018, DPI shall submit to JLEOC and FRD a report containing, at a minimum, all of the following information:

- (1) A detailed explanation of how school bus drivers are compensated and employed in the public schools, including, at a minimum, the following information:
  - a.) Average driving experience of school bus drivers;
  - b.) Rates of retention of school bus drivers in local school administrative units;
  - c.) Average term of service for school bus drivers;
  - d.) Average hours worked by school bus drivers, per week;
  - e.) Career paths for school bus drivers within a local school administrative unit;
  - f.) Percentage of school bus drivers who work in the local school administrative unit in another capacity.
- (2) The challenges of recruiting and retaining school bus drivers faced by local school administrative units.
- (3) Recommendations, including input from local school administrators, on improving the process of recruiting and retaining school bus drivers.

### Recommendations:

It is recommended that the State Board of Education accept the report.

### Discussion/Comments:

- BSOP Committee Chair Gregory Alcorn recognized Mr. Kevin Harrison to lead this item.
- Mr. Harrison referenced Session Law 2017–57, section 8.10 to prepare a report of compensation related to hours, experience, career path and anything that the LEAs believed were challenging with recruitment and retention for school bus drivers.
- He noted that they partnered with the Institute for Transportation Research and Education (ITRE) of North Carolina State University (NCSSU).
- Mr. Johnson provided an overview of becoming a bus driver: Three days of classroom work; four Tests: General Knowledge, Air Brakes, Passenger, and School Bus; Driving Record, Drug Testing, Background Check; Federal DOT Medical Exam; Acquire CDL Learners Permit from DMV; Must wait at least fourteen days to complete training; three days behind the wheel training with DMV and Skills Test; Acquire full CDL license from DMV; LEAs Report Average Length of Time to Complete: fifty-four days. The average upfront costs to the potential driver: \$260.
- Hourly and yearly compensation was \$14.13 an hour, seven hours a day or \$18,298 full-time and four hours a day at \$10,456 part-time.
- School bus drivers receive hours by the size of the LEAs which may equal to full-time employment. Smaller counties may use temporary workers using split shifts.
- There were two primary strategies for increasing hours - multiple routes, 31.9% of drivers drive 30+ a week as a driver. Of those 31.9% were in the six largest LEAs.
- He added to compensate for this, there was a concept called dual employment where a school bus driver will work another job in the LEA. 34.8% require full benefits by working a second LEA job.
- Some want this dual employment. They are offered dual employment and it was voluntary. Others are required to do dual employment.
- Mr. Harrison noted that dual employment prevents shortages and provide a large reservoir of extra sub drivers.
- He discussed driver retention noting that one in five drivers have been on the job two years or less and DMV certified 5,049 new school/activity bus drivers in 2017.
- Mr. Harrison discussed recommendations under four major categories: 1) Increase hourly wage compensation; 2) Increase Benefits Availability/Work Hours; 3) Enhance Recruitment, and 4) Enhance Retention.

This item was presented for Action on First Reading during the April 2018 State Board of Education meeting. (See Attachment BSOP 2)

Chairman Cobey then recognized Chair Gregory Alcorn for the Business Operations Committee.

### Update on Contracts

### ADJOURNMENT

Indicating no other business, BSOP Committee Chair Gregory Alcorn adjourned the April 2018 BSOP Committee

Chairman Cobey recognized Dr. Olivia Oxendine, Committee Chair for the Educator Standards and Practices Committee.

### EDUCATOR STANDARDS AND PRACTICES COMMITTEE MEETING (Dr. Olivia Oxendine, Chair; Mr. Eric Davis, Vice Chair)

#### ACTION

#### ES&P 1 – SBE Policy LICN-001 Amendments to Alignment with Statute

#### SBE Strategic Plan

**Goal 3:** Every student, every day has excellent educators

**Objective 3.1:** Develop and support highly effective teachers

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Tom Tomberlin, (Director of Educator Human Capital Policy and Research), Dr. Andrew Sioberg (Director, Educator Preparation)

Education Building, Raleigh	Wednesday, April 4, 2018	State Board Room, 10:00 AM
-----------------------------	--------------------------	----------------------------

**Description:**

Recent State legislation (S.L.2017-189, formerly SB 599) passed in July 2017 calls for a comprehensive overhaul to educator preparation and licensure. S.L. 2017-189 necessitates additions, modifications, and deletions to SBE policy associated with educator preparation and licensure. This item, returning this month for additional discussion, includes the recommendations of the Professional Educator Preparation and Standards Commission (PEPSC) to update and align SBE policy LICN-001 with current law.

**Recommendations:**

It is recommended that the State Board of Education approve these policy changes as presented.

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Tom Tomberlin to lead this item.
- Dr. Tomberlin stated that a copious amount of feedback was solicited about defining when a teacher was required to attempt or pass the licensure exam. He added that the desire was to align this policy with the salary manual's definition of a year for the purposes of granting credit for a school year.
- Dr. Tomberlin proposed that a teacher who worked for six calendar months in an academic year be held to the testing requirement for that year, whether it was the first year or second year.
- The definition of a calendar month was the number of days employed, divided by the number of days in the pay period, multiplied by the employee's percentage of employment. It was important to include in policy so that it was clear and should leave no room for misinterpretation whether someone was required to meet the testing requirement in that year.
- The added benefit was School Business and Finance annually publishes a report entitled the "No Bump Report," which means a teacher did not have enough months in the year to qualify for a salary bump. If a teacher appears on that report, that teacher would also not be required to do the testing for that year.

This item was presented as Discussion during the April 2018 State Board of Education meeting. (See Attachment ES&P 1)

***ACTION ON FIRST READING***

**ES&P 2 – Recommendations from the Advisory Board on Requests for Exception from Teacher Licensing Requirements**

**Policy Recommendations:** SBE# LICN-021 and TCED-009

**SBE Strategic Plan:**

*Goal 3:* Every student, every day has excellent educators

*Objective 3.1:* Develop and support highly effective teachers

**Presenter:** Dr. Olivia Oxendine (State Board of Education)

**Description:**

State Board of Education policy LICN-021 allows individuals who have not met licensing requirements due to extenuating circumstances to request an exception from the requirement or an extension of time. The request must include documents from the teacher, the principal, the superintendent, and the chair of the local board of education. A similar policy, TCED-009 allows colleges and universities to submit requests for exception to Praxis I testing requirements on behalf of students seeking admission to teacher education programs. Requests are evaluated by a panel chaired by a member of the State Board. Panel recommendations will be presented in closed session.

**Recommendations:**

It is recommended that the recommendations of the Appeals Panel related to each request be approved.

**Discussion/Comments:**

- Dr. Oxendine stated that this was a closed session item and would be presented Wednesday afternoon.

This item was presented for Action on First Reading during the April 2018 State Board of Education meeting. (See Attachment ES&P 2)

Education Building, Raleigh	Wednesday, April 4, 2018	State Board Room, 10:00 AM
-----------------------------	--------------------------	----------------------------

## ***ACTION ON FIRST READING***

### **ES&P 3 – Draft Educator Preparation Program Application**

#### **SBE Strategic Plan**

**Goal 3:** Every student, every day has excellent educators

**Objective 3.1:** Develop and support highly effective teachers

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Tom Tomberlin, (Director of Educator Human Capital Policy and Research), Dr. Andrew Sioberg (Director, Educator Preparation)

#### **Description:**

This item includes a draft application which would allow new entities to become Educator Preparation Programs (EPP) in the State of North Carolina. The passage of S.L. 2017-189 in July 2017 has increased interest from several license-recommending entities to become recognized EPPs in North Carolina. In order for new EPPs to begin operation for the 2018-2019 school year, the application needs to be released as soon as possible. To expedite the application process, this item is being presented as Action on First Read.

#### **Recommendations:**

It is recommended that the State Board of Education approve this application as presented.

#### **Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Andrew Sioberg to lead this item.
- Dr. Sioberg stated they were seeking Board approval for the application process for becoming an authorized Educator Preparation Program in North Carolina.
- He added that Senate Bill 599 sought to authorize EPPs to prepare candidates for the licensure pipeline beginning in the fall 2018-2019 school year.
- He noted that current law outlined that the State Board of Education would authorize entities seeking to become EPPs. The Board would also approve a rigorous approval process.
- The recommended application process included an application template which covered all standards outlined in Senate Bill 599(the standards that EPPs must meet).
- Once a template is submitted and obligations met, the template goes through a series of peer reviews. K-12 and college professors would be leveraged to review the applications and provide a peer review. Once completed, that information along with the stakeholder recommendations and the peer review recommendations would come to the Board for approval.

This item was presented as Action on First Reading during the April 2018 State Board of Education meeting. (See Attachment ES&P 3)

## ***DISCUSSION***

### **ES&P 4 – SBE Policy LICN-004 Amendments to Alignment with Statute (Delete and Transfer Policy Content)**

#### **SBE Strategic Plan**

**Goal 3:** Every student, every day has excellent educators

**Objective 3.1:** Develop and support highly effective teachers

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Tom Tomberlin, (Director of Educator Human Capital Policy and Research), Dr. Andrew Sioberg (Director, Educator Preparation)

#### **Description:**

Recent state legislation (S.L.2017-189, formerly SB 599) passed in July 2017 calls for a comprehensive overhaul to educator preparation and licensure. S.L. 2017-189 necessitates additions, modifications, and omissions to SBE policy associated with educator preparation and licensure. This item includes the recommendations of the Professional Educator Preparation and Standards Commission (PEPSC) to delete policy LICN-004 and transfer relevant information on the Beginning Teacher Support Program (BTSP) to a Teacher Education (TCED) policy.

#### **Recommendations:**

It is recommended that the State Board of Education approve these policy changes as presented.

#### **Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Tom Tomberlin to lead this item.
- Dr. Tomberlin stated that the Beginning Teacher Support Program was not about licensure.



Education Building, Raleigh	Wednesday, April 4, 2018	State Board Room, 10:00 AM
-----------------------------	--------------------------	----------------------------

- The proposal was to take the Beginning Teacher Support Program language out of LICN-004 and move the language to a separate TCED policy.
- To move the policy, the old BTSP policy (LICN-004) had to be deleted and a new TCED policy created.

This item is submitted as Action during the April 2018 State Board of Education meeting. (See Attachment ES&P 4)

### ***DISCUSSION***

#### **ES&P 5 – Beginning Teacher Support Program (Transfer of LICN-004 Policy into a TCED Policy)**

##### **SBE Strategic Plan**

**Goal 3:** Every student, every day has excellent educators

**Objective 3.1:** Develop and support highly effective teachers

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Tom Tomberlin, (Director of Educator Human Capital Policy and Research), Dr. Andrew Sioberg (Director, Educator Preparation)

##### **Description:**

Recent state legislation (S.L.2017-189, formerly SB 599) passed in July 2017 calls for a comprehensive overhaul to educator preparation and licensure. S.L. 2017-189 necessitates additions, modifications, and deletions to SBE policy associated with educator preparation and licensure. This item includes the recommendations of the Professional Educator Preparation and Standards Commission (PEPSC) to create a new policy: Beginning Teacher Support Program (BTSP) in the Teacher Education policy area. This policy outlines the requirements and expectations for BTSP programs. (The content of the policy comes from the LICN-004 which is proposed for deletion in order to move the BTSP policy into the proper policy segment - TCED.)

##### **Recommendations:**

It is recommended that the State Board of Education approve these policy changes as presented.

##### **Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Tom Tomberlin to lead this item.
- Dr. Tomberlin stated that this was the policy that would be transferred to TCED. This relocated all the content with a few minor updates. They have removed the references to Standard 6 because it was no longer used as a formal part of the evaluation process. At the recommendation of the Professional Educator Preparation and Standards Commission (PEPSC), mentors were required to have proficient or better on all five standards to serve as a mentor. If a mentor fell below proficient, on any one of the standards, they could no longer serve as a mentor.

This item was submitted as Discussion during the April 2018 State Board of Education meeting. (See Attachment ES&P 5)

### ***DISCUSSION***

#### **ES&P 6 – Conversion of Initial Professional License to Continuing Professional License**

##### **SBE Strategic Plan**

**Goal 3:** Every student, every day has excellent educators

**Objective 3.1:** Develop and support highly effective teachers

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Tom Tomberlin, (Director of Educator Human Capital Policy and Research), Dr. Andrew Sioberg (Director, Educator Preparation)

##### **Description:**

Recent state legislation (S.L.2017-189, formerly SB 599) passed in July 2017 calls for a comprehensive overhaul to educator preparation and licensure. S.L. 2017-189 necessitates additions, modifications, and deletions to SBE policy associated with educator preparation and licensure. This item includes the recommendations of the Professional Educator Preparation and Standards Commission (PEPSC) to create a new policy: Conversion of Initial Professional License to Continuing Professional License in the Licensure policy area. This policy outlines the requirements of professional educators to convert an Initial Professional License to a Continuing Professional License.

##### **Recommendations:**

It is recommended that the State Board of Education approve these policy changes as presented.

Education Building, Raleigh	Wednesday, April 4, 2018	State Board Room, 10:00 AM
-----------------------------	--------------------------	----------------------------

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Tom Tomberlin to lead this item.
- Dr. Tomberlin noted that this was a new policy that specified the requirements for a professional educator to convert an Initial Professional License to a Continuing Professional License. This policy was related to, but separate from, the Beginning Teacher Support Policy. This new policy stated that to convert from an Initial Professional License to a Continuing Professional License, a teacher with fewer than 3 years of experience was required to participate in a BTSP. The requirements for BTSPs are outlined in the new TCED policy (see ES&P 5).

This item was submitted for Discussion during the April 2018 State Board of Education meeting. (See Attachment ES&P 6)

**DISCUSSION**

**ES&P 7 – SBE Policy LICN-006 – Amendments to Align with Statute**

**SBE Strategic Plan**

**Goal 3:** Every student, every day has excellent educators

**Objective 3.1:** Develop and support highly effective teachers

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Tom Tomberlin, (Director of Educator Human Capital Policy and Research), Dr. Andrew Sioberg (Director, Educator Preparation)

**Description:**

Recent state legislation (S.L.2017-189, formerly SB 599) passed in July 2017 calls for a comprehensive overhaul to educator preparation and licensure. S.L. 2017-189 necessitates additions, modifications, and deletions to SBE policy associated with educator preparation and licensure. This item includes the recommendations of the Professional Educator Preparation and Standards Commission (PEPSC) to update and align SBE policy LICN-006 with current law. This policy details important information related to experience credit for professional educators.

**Recommendations:**

It is recommended that the State Board of Education approve these policy changes as presented.

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Tom Tomberlin to lead this item.
- Dr. Tomberlin stated that this was experience credit for salary purposes. The calendar month definition was changed to align with the salary manual.
- He added language was also inserted from the statute regarding graduate degree pay for educators.

This item was submitted as Discussion during the April 2018 State Board of Education meeting. (See Attachment ES&P 7)

**DISCUSSION**

**ES&P 8 – SBE Policy LICN-007 – Amendments to Align with Statute**

**SBE Strategic Plan**

**Goal 3:** Every student, every day has excellent educators

**Objective 3.1:** Develop and support highly effective teachers

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Tom Tomberlin, (Director of Educator Human Capital Policy and Research), Dr. Andrew Sioberg (Director, Educator Preparation)

**Description:**

Recent state legislation (S.L.2017-189, formerly SB 599) passed in July 2017 calls for a comprehensive overhaul to educator preparation and licensure. S.L. 2017-189 necessitates additions, modifications, and deletions to SBE policy associated with educator preparation and licensure. This item includes the recommendations of the Professional Educator Preparation and Standards Commission (PEPSC) to update and align SBE policy LICN-007 with current law. This policy details information related to licensure suspension and revocation.

**Recommendations:**

It is recommended that the State Board of Education approve these policy changes as presented.

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Tom Tomberlin to lead this item.

Education Building, Raleigh	Wednesday, April 4, 2018	State Board Room, 10:00 AM
-----------------------------	--------------------------	----------------------------

- Dr. Tomberlin stated that this policy needed clarification that educators must provide 30 calendar days, not work day notice to their employer before they resigned in instructional position. Failure to do so could result in suspension of the license for the remainder of the academic year.

This item was submitted as Discussion during the April 2018 State Board of Education meeting. (See Attachment ES&P 8)

### ***DISCUSSION***

#### **ES&P 9 – SBE Policy LICN-021 – Amendments to Align with Statute**

#### **SBE Strategic Plan**

**Goal 3:** Every student, every day has excellent educators

**Objective 3.1:** Develop and support highly effective teachers

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Tom Tomberlin, (Director of Educator Human Capital Policy and Research), Dr. Andrew Sioberg (Director, Educator Preparation)

#### **Description:**

Recent state legislation (S.L.2017-189, formerly SB 599) passed in July 2017 calls for a comprehensive overhaul to educator preparation and licensure. S.L. 2017-189 necessitates additions, modifications, and deletions to SBE policy associated with educator preparation and licensure. This item includes the recommendations of the Professional Educator Preparation and Standards Commission (PEPSC) to update and align SBE policy LICN-021 with current law. LICN-021 outlines the procedure for seeking exception from licensure requirements through the Extenuating Circumstances Committee.

#### **Recommendations:**

It is recommended that the State Board of Education approve these policy changes as presented.

#### **Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Tom Tomberlin to lead this item.
- Dr. Tomberlin stated that this committee was created by the Board to review teachers who could meet the licensure requirements within the prescribed time period. The Board allows those extensions based on a presentation of the employee's extenuating circumstances.
- He also noted language within the policy that did not allow an extension past the three-year limit of the lateral entry license or the initial license. This language was removed because there were no longer any yearly requirements for lateral entry. All requirements are now due at the end of that three-year period and no longer have incremental requirements along the way.

This item was submitted as Discussion during the April 2018 State Board of Education meeting. (See Attachment ES&P 9)

### **ADJOURNMENT**

Indicating no other business, ES&P Committee Chair Dr. Oxendine adjourned the April 2018 ES&P Committee meeting.

Chairman Cobey then recognized Ms. Becky Taylor, Committee Chair for the Education Innovation and Charter Schools Committee.

### **EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE MEETING (Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)**

EICS Committee Chair Becky Taylor called the April 2018 Education Innovation and Charter Schools (EICS) Committee meeting to order.

#### ***ACTION***

#### **EICS 1 – Innovative School District Update on Selection and Negotiation Process with Potential Innovative School Operators (ISO) for Southside Ashpole Elementary School**

**Presenter(s):** Dr. Eric Hall (ISD Superintendent)

#### **Description:**

Dr. Hall will review with the Board the steps and activities followed during the evaluation process by SchoolWorks for the two

Education Building, Raleigh	Wednesday, April 4, 2018	State Board Room, 10:00 AM
-----------------------------	--------------------------	----------------------------

entities that have applied to operate Southside Ashpole Elementary. Based on the final evaluations by SchoolWorks and the recent negotiations activities, Dr. Hall will enter his final recommendation on the selection of an Innovative School Operator (ISO), with a request for approval by the State Board of Education.

#### **Recommendations:**

It is recommended that the State Board of Education approve the recommended Innovative School Operator at the April 2018 SBE Meeting.

#### **Discussion/Comments:**

- EICS Committee Chair, Becky Taylor, recognized Dr. Eric Hall to lead this item.
- Dr. Hall framed the why are we here and why are we having this conversation? He stated that we know that we have some challenges regarding some of our schools and some persistent challenges that were continuously recurring to have low performance. Currently, there were 505 schools across the state that were low performing. Almost one out of every five schools were low-performing in North Carolina based on the definition. We know that of those 505 schools, 468 were recurring. We had more than quarter of a million students being served in low-performing schools across the state.
- Dr. Hall asked as we think about that and the urgency, what do we glean from that data? We know that there are 505 schools but in some cases, some schools have more challenges than others. Right now, we have fifty-seven schools that not only had an F grade but had an F not meeting growth. Dr. Hall noted this was one of the greatest challenges they could see in a school. Because it was a school where we knew that we had students that were not proficient in reading and math on grade level, but it was also schools that were not closing the gap because they were not at least meeting or exceeding expected growth. There were seven schools that had been in that situation for at least the past three years. He added that the ISD was only one part of a larger equation about what we do to help support schools across the state.
- Dr. Hall reminded the Board that we were starting with the first school located in Robeson County. Robeson County was one of 73 districts across the state that had a low performing school. One of 66 counties. He added that they took great pride in being able to start at the grassroots level in working with the community to really prepare what they needed to do going into the future to help turn that school around, on behalf of the students, parents and the local community. He added that it was about partnerships and coming together around the school and doing it in a way that was different than any other state.
- When looking at Southside Ahepole and this rigorous process (since December) of trying to identify and select an operator for the school, they had an initial evaluation and they did it based on two definitions in the statute. Dr. Hall added that they decided to go into the second round of evaluation to see what other things they could learn, and what things they did not necessarily discover in the first round to get clarity before making a recommendation.
- He stated that that the rigorous evaluation process yielded two organizations: The Romine Group and Achievement for All Children. From those two they went through an extensive evaluation process that was conducted by their partners at SchoolWorks. He then introduced Ms. Kim Wechtenhiser, President of SchoolWorks to give an update on the process and the rigor that had been used to make a recommendation.
- Ms. Wechtenhiser shared SchoolWorks philosophy which was to begin all projects with the high expectation for the individuals that work with students and families to start with the end in mind. When they evaluate an application, what they were looking to establish a process of taking them through a process that would replicate the high standards of public accountability and public transparency that SchoolWorks expects they would be held to throughout their implementation of the model. She added that they set a high bar for the evaluation process. That meant when they evaluated their application and written materials, when they spoke to them during the capacity interview process, when they solicited feedback from community panel members, what they were looking for and telling them was, it was not enough just to say a standard statement filled with jargon that generally indicates that the entity knows what they are going to do. She added what they wanted was detail, information, process, reassurance, commitment and sought that at every step of the evaluation process.
- She reminded the Board that SchoolWorks first evaluated the written application materials in response to the application published by the ISD. They then generated a list of questions for clarification. She noted that their first step for gaining clarification from each entity was to conduct a capacity interview. They did interviews with each organization's school leadership to probe more around all of that. She made phone calls with members of the community panel to get their independent thoughts and evaluations from the community presentations that the entities provided. SchoolWorks went through the process of evaluating all that information and then further identifying additional questions for clarification. Once they identified those additional questions they continued through the negotiation process requesting additional documentation and information in writing about how they were going to meet those standards and expectations, while continuing dialogue with those entities.
- Once they received all information, SchoolWorks updated their final evaluation document and submitted that to the ISD. She added that this was a multi-phase, multi-tiered approach that relied on written documentation and articulation of how each entity would serve the students of Southside Ashpole, their families, and the community. She added they solicited verbal information and tried to get a sense of their commitment to the state, the community, and to the students. They also did their due diligence in terms of criminal background checks and all the required qualifications of each of the entities.

Education Building, Raleigh	Wednesday, April 4, 2018	State Board Room, 10:00 AM
-----------------------------	--------------------------	----------------------------

- Dr. Hall discussed the role of the ISO and the ISD. The ISO would select and hire the school leader. They provide the curriculum and instructional model to be used at the school. They provide coaching and talent development for the school leader, the teachers and support staff at the school, and they support the school leader in their work to transform the school. The ISD would employ the teachers and support staff at the school. The ISD also administers all school funding, monitors, assesses and provides oversight of the operator to ensure compliance and progress towards school improvement. They would continue to partner with the local community to ensure strong customer satisfaction – the customers being the students, parents and local community.
- He also talked about the ISD reporting structure beginning with the State Board of Education and State Superintendent at the top. The ISD falls under of the administration of that body. The ISD as the 116 LEA in the state then manages the Innovative School Operator that would be under contract with the State Board of Education. That operator would hire the principal for the school leader in the ISD through that operator to ensure that the principal was delivering and supporting educators. The ISD would have a direct relationship and partnership with the local school system for other support services, i.e. custodial, food services, transportation and any other services important to the operation of the school.
- Dr. Hall then provided a final recommendation. Based on the evaluation results and looking at the capacity. He looked at the curriculum and instructional plan provided by both entities. When looking at the budget plan and how we compensate and provide competitive compensation to our employees and to the school leader, the budget plan. Looking at the engagement and commitment to support the local community and to be a strong partner, the goals for addressing the whole child and wraparound services in the things that Dr. Hall feels are important from any partner, is what is their organization's overall responsiveness when we asked for information or for clarity. He added that that was what you want from a good partner, somebody that will step forward and respond to things when you need it, because in this process we were going to continue to learn.
- The ISD recommended Achievement for All Children as the Operator for Southside Ashpole Elementary School. He added there were some remaining items that needed to be addressed. They did provide a signed contract between AAC and team CFA which was one of the requirements outlined in the documentation. They also provided supplemental detail.
- Dr. Oxendine outlined that her concern with the proposal was the curriculum. She added that Southside Ashpole needs a specific kind of teaching approach and curricular approach. She would like clarity that Dr. Hall would get back with AAC and say go back to the drawing board because Southside Ashpole needs something more basic, traditional and clear. Dr. Oxendine asked the Principal of the Year, Mr. Jason Griffin, to look at the curricular component from the eyes of a principal who had turned around a school. She wanted to make sure it could be improved.
- Mr. Griffin stated that he was not convinced that based on what he read, that the proposal aligned with General Statute. AAC had been in existence for one year, so it was hard to say that they had a track record of results, and asked Dr. Hall to elaborate. Dr. Hall replied that if you look at the statute itself, it allows for two provisions. One option was that they have a proven track record or if they do not have that track record themselves, they can have a contractual relationship with an organization that had had at least a credible and specific plan for dramatically improving student achievement in a low-performing school. Their contractual relationship between AAC and CFA would meet the legislative intent. He added that he had reviewed that with the State Board attorneys to make sure that they were in alignment. Mr. Griffin commented that earlier Dr. Hall stated that CFA had mixed results. Then Mr. Griffin added that he was not sure if we could afford an operator that had mixed results to try to move a school that was academically at 27%. Dr. Hall replied that if we were looking at the organizational model (which is where he had the most confidence) is in the organizational model, because we were not asking the operator to do this on their own. What we are saying is that would be strict accountability and strict monitoring and adjustments along the way. This was not handing over the keys and saying in five years we would evaluate the progress. If we have an operator that was not turning the school around in the direction needed, Dr. Hall's next task would be standing before this Board and communicating the operator was not delivering on the its commitments. The accountability piece was rigorous. Mr. Griffin asked Dr. Hall if he could elaborate on the instructional programs and referenced in the report about Singapore Math detailing specifics about literacy. Dr. Hall stated that the curriculum depends on Core Knowledge and was staggered based on their K-2 and K-3 Model. Implementation of the Core Knowledge curriculum would be provided through the Team CFA relationship. In addition, they had an instructional program that utilized their music, art and other specials teachers, to support the instructional program and student needs. Mr. Griffin also asked about the plans for addressing students that were at risk. Dr. Hall stated that if you evaluated AAC alone because of them being a new entity, the focus needed to be on the AAC contract with Team CFA and what those outcomes looked like. Again, there were mixed results, but at the same time there was success with improving student outcomes in their school network. The instructional coaching and items proposed in their model, was support that CFA offered with support to teachers and the school leader. Those things combined created a package that allows us to drive outcomes. When evaluating proficiency rates, the combined proficiency was 18.4 in reading and math.
- Ms. Willoughby stated that if Team CFA was going to operate the school, why did they not apply to be one of the organizations to be considered for operating the school. Dr. Hall replied that his understanding was that AAC was established and some of the changes came out during the capacity interview.
- Mr. Alcorn commented a decision must be made at this point and the Board did not have other options other than what Dr. Hall has recommended, Mr. Alcorn was putting his faith in Dr. Hall.
- Ms. White shared that one of the things that bought a better perspective was the flowchart Dr. Hall provided. She added that clearly puts the Board of Education and the State Superintendent at the top of the triangle. It allowed Dr. Hall, the operator, and

the principal to follow under their direction. She added that she knew the common goal of the Board was to make sure that the students of Southside Ashpole have the best education possible.

- Mr. Davis stated that Southside Ashpole deserved an operator that has a track record, if not turning around schools, but at least turning around groups of students. He added that he could not find that in the evaluation. He then stated he could not be comfortable with the recommendation based on those gaps. Dr. Hall replied that there were protocols to ensure progress. AAC stepped forward (which was one of two) and not only went through the first round of the process, but went through a rigorous public process with significant accountability to stand in this space. The fact was we have never had this type of school turnaround model in the state, so to evaluate somebody based on what we are doing in this particular case, this kind of uncharted territory, required a different process.
- Ms. Taylor requested that Dr. Hall consider making another recommendation to the Board providing alternatives because there were concerns the Board wanted this to be successful. Dr. Hall stated that something that sets North Carolina apart from other states was the established framework here that placed accountability in a different place. The ISD was established as an LEA. He added that the ISD was a statewide school district accountable to the same standards and the same laws.

This item was presented for Action during the April 2018 State Board of Education meeting. (See Attachment EICS 1)

### ***ACTION ON FIRST READING***

#### **EICS 2 – ISD Request for Waiver and Exemptions from State Laws and State Board of Education Policies for Innovative School at Southside Ashpole Elementary School**

**Presenter(s):** Dr. Eric Hall (ISD Superintendent)

#### **Description:**

The Innovative School District requests that the State Board of Education grant permission to operate Southside Ashpole Elementary School, for the 2018-2019 school year, with the same exemptions from State Board of Education rules, regulations, policies, and procedures, and provisions of Chapter 115C of the General Statutes as a charter school authorized under Article 14A of Chapter 115C. For clarity, the school shall comply with, at a minimum, the same statutory requirements established for charter schools

#### **Recommendations:**

It is recommended that the State Board of Education grant permission to operate Southside Ashpole as authorized under Article 14A of Chapter 115C.

#### **Discussion/Comments:**

- EICS Committee Chair, Becky Taylor, recognized Dr. Eric Hall to lead this item.
- Dr. Hall stated that within the statute the ISD was held to the same standard as every other LEA in the state. With that, there was an opportunity within the statute to request the same flexibilities similar to the restarts. The ISD cannot do any less than what was required from the State's charter schools.
- He then requested a waiver for the same flexibilities afforded a charter school and a restart model.

This item was presented for Action during the April 2018 State Board of Education meeting. (See Attachment EICS 2)

### ***DISCUSSION***

#### **EICS 3 – 2018 Charter School Application Recommendations**

#### **SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), Mr. Alex Quigley (Chair, NC Charter Schools Advisory Board), and Mr. Steven Walker (Vice Chair, Charter Schools Advisory Board)

#### **Description:**

The State Board of Education (SBE) annually adopts a process and timeline by which the NCDPI Office of Charter Schools manages the solicitation and review of applications to operate a charter school in North Carolina (NC). At the end of this process, the SBE receives recommendations from the NC Charter Schools Advisory Board (CSAB) regarding which applications for charters should be approved. This year's recommendations from the CSAB are for schools that would open for the 2019-20 school year.

On September 22, 2017, twenty-nine applicants submitted applications ahead of the 5:00 p.m. (EST) deadline. The Office of Charter Schools reviewed all twenty-nine applications to ensure they were complete. Nineteen applications were certified to be complete. Consistent with the State Board-approved application timeline and process and per statute, any applicant group whose application was deemed incomplete was then granted five business days to submit any missing information. At the end of this process, additional five days, five of the eight incomplete applications were deemed complete. Subsequently, the CSAB voted and deemed three of these applications to be incomplete as the applicants did not submit information within the legislatively mandated timeline.

From October 2017 through March 2018, external evaluators possessing multiple years of experience in the areas of finance, governance, operations, and academics, read the twenty-nine submitted applications and provided feedback on them through a standard rubric to inform the CSAB's review and decision-making. All twenty-nine applications (along with clarification documents, where applicable) were forwarded to the CSAB Policy and Performance committees for review. Twenty-nine applicant groups were provided an in-person clarification opportunity in front of the CSAB committees regarding any item in the application that the external reviewers deemed to be less than clear. Following the in-person clarification opportunity, the CSAB committee discussed and made recommendations to the full CSAB on which applicant groups would receive a one-hour interview opportunity with the full CSAB. The CSAB invited nineteen of twenty-nine applicant groups to be interviewed by the full CSAB. Each applicant group was provided the opportunity to respond to questions posed by the CSAB concerning deficiencies and clarifications from the submitted application. At the end of the one-hour deliberations regarding each applicant group, the CSAB voted whether to recommend the group to the SBE as ready to enter the Planning Year.

The CSAB met on October 9, 2017, November 6-7, 2017, December 11-12, 2017, January 8-9, 2018, February 12-13, 2018, and March 9, 2018, and, consistent with the SBE-approved timeline, finalized all application recommendations in time to submit the recommendations below to the SBE in April 2018.

The CSAB disposition for each of the twenty-nine complete 2017 applications is as follows:

School (County)	Recommendation (Vote)	CSAB Meeting Date
1. B.L.U.E. G.R.E.E.N Academy (Forsyth County)	Approve (10-0; CT recused)	March 5, 2018
2. Bishop George W Brooks Male Academy (Guilford County) 7	Approve (9-0; TS absent)	January 8, 2018
3. Kaleidoscope Charter High School (Wake County)	Approve (9-1; TS dissenting)	
4. Movement School East (Mecklenburg County)	Approve (8-0; CT recused; TS absent)	December 11, 2017
5. Ridgeview Charter School (Gaston County)	Approve (9-0; TS absent)	January 8, 2018
6. Steele Creek Preparatory Academy (Mecklenburg County) 3	Approve (9-0; TS absent)	December 11, 2017
7. Steele Creek STEM Academy (Mecklenburg County) 9 <i>stipulation to amend school name</i>	Approve (9-0; TS absent)	February 12, 2018
8. Tillery Charter Academy (Montgomery County) 5	Approve (9-0; TS absent)	
9. Academy of Excellence (Iredell County)	Do Not Approve (10-0)	January 9, 2018
10. Achievement Charter Academy (Harnett County) 5	Do Not Approve (9 - 0; TS absent)	December 11, 2017
11. Carolina Experimental School (Wake County)	Do Not Approve (8-1; AH dissenting, TS absent)	December 12, 2017
12. CE Academy (Wake County)	Do Not Approve (9-0; TS absent)	
13. Clara Science Academy (Mecklenburg County) 6	Do Not Approve (10-0)	January 8, 2018
14. Clemmons STEM Academy (Forsyth County) 9	Do Not Approve (10 - 0)	January 9, 2018
15. Eminence (Duplin County) 7	Do Not Approve (9-0; TS & LynK absent)	February 12, 2018
16. Liberty Leadership Academy (Chatham County)	Do Not Approve (8-1; PG dissenting; TS & LynK absent)	
17. Wilmington School of the Arts (New Hanover County) 5	Do Not Approve (9 - 0; TS & LynK absent)	February 13, 2018
18. Mebane STEAM Academy (Alamance County)	Do Not Approve (9-0; TS & LynK absent)	February 13, 2018
19. MINA'S Place (Lee County)	Do Not Approve (10-0)	January 8, 2018

20. Piedmont Career Academy (Person County) 10	Do Not Approve (8-2; AH, SW dissenting)	January 9, 2018
21. Revolution Academy (Guilford County)	Do Not Approve (6 - 4; SW, AH, LynK, JM dissenting; PG recused)	March 5, 2018
22. Rising Above the Stars Academy (Pitt County) 6	Do Not Approve (7-3; PG, AH & JM dissenting; TS & LynK absent)	February 13, 2018
23. Apprentice Academy HS of NC Academy (Union County) 5	N/A – CSAB Recommended and SBE Approved (Acceleration) – January 2018	
24. Cardinal Charter Academy West Campus (Chatham County) 3	N/A – CSAB Recommended and SBE Approved (Fast Track) – November 2017	
25. Mountain Island Day School (Mecklenburg County)	N/A – CSAB Recommended and SBE Approved (Acceleration) – January 2018	
26. STARMOUNT Charter Academy (Mecklenburg County) 4	N/A – CSAB <b>DID NOT</b> Recommend and SBE Accepted Recommendation (Acceleration) – January 2018	
27. Hobgood Academy Charter School (Halifax County)	N/A – CSAB <b>DID NOT</b> Recommend and SBE Accepted Recommendation (Acceleration) – January 2018	
28. Ballantyne Charter High School (Mecklenburg County) 5	Withdrew – 1/4/2018	
29. North Wake Preparatory Academy (Wake County) 1 & 2	Withdrew – 11/2/2017	

**Notes:**

Education Management Organizations

- 1 = National Heritage Academies
- 2 = PrepNet
- 3 = Charter Schools USA
- 4 = Global Education Resources

Support Organizations

- 5 = Goodall Consulting
- 6 = Leaders Building Leaders
- 7 = Accelerator Program
- 8 = Next Generation Academy
- 9 = Accelerated Education Services
- 10 = Charter Success

Charter Schools Advisory Board (CSAB) Members

- AQ = Alex Quigley
- SW = Steven Walker
- JM = Joseph Maimone
- CT = Cheryl Turner
- SR = Sherry Reeves
- HV = Heather Vuncannon
- AH = Alan Hawkes
- PG = Phyllis Gibbs
- LynK = Lindalyn Kakadelis
- LK = Lynn Kroeger
- HTS = Tammi Sutton

The completed application rubrics and any impact statement(s), along with due diligence reports for each school are located on the



Education Building, Raleigh	Wednesday, April 4, 2018	State Board Room, 10:00 AM
-----------------------------	--------------------------	----------------------------

following Office of Charter School webpage: <http://www.ncpublicschools.org/charterschools/applications/submitted/2019-20/>. Each applicant approved by the SBE will begin a Planning Year program that includes detailed training from appropriate staff within the Department of Public Instruction regarding successful operation of a charter school successfully in NC. Per SBE Policy CHTR-013, “final approval of the charter will be contingent upon successfully completing the planning program requirements.” The SBE will revisit the charter approval as the end of the Planning Year approaches to determine if the school has met the requirements to be considered “Ready to Open.”

#### **Recommendations:**

The NC Charter Schools Advisory Board recommends that the State Board of Education accepts its recommendations for the proposed applicants, including those schools recommended to receive a charter to open in 2019-20 contingent upon the successful completion of the Planning Year requirements.

#### **Discussion/Comments:**

- EICS Committee Chair Becky Taylor recognized Mr. Alex Quigley to lead on this item.
- Mr. Quigley presented eight schools the CSAB was recommending to the State Board of Education to begin the Ready to Open process.
- Eleven schools were moving forward and some of were previously approved through acceleration or fast-track requests.
- He noted that there was more evidence that the CSAB was improving in their processes in their work together. Additionally, there was a lot of alignment with the CSAB votes both on schools that were recommended to move forward and the schools that they did not receive a recommendation.

This item was presented for Discussion during the April 2018 State Board of Education meeting. (See Attachment EICS 3)

#### ***DISCUSSION***

#### **EICS 4 – 2018 Proposed Changes to the Charter School Application, Timeline,**

#### **Process and Charter Agreement**

#### **SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

#### **Description:**

Per State Board of Education (SBE) Policy CHTR-012 and GS 115C.218, the SBE must establish and approve the charter school application process and timeline prior to each application round. The Charter Schools Advisory Board (CSAB), with recommendations from the Office of Charter Schools (OCS), now recommends a timeline and process for the 2018 application round for applicants proposing to open in 2020 (attached). Additionally, a part of this recommendation includes approving proposed changes to the Charter Agreement for new schools opening in 2018 and existing schools with renewal terms expiring in 2018. The proposed changes help comply with statutory and SBE policy requirements.

#### **Recommendations:**

The CSAB recommends that the State Board of Education approve its recommendation on the proposed timeline, Charter agreement, and process changes.

#### **Discussion/Comments:**

- EICS Committee Chair Becky Taylor recognized Dr. Deanna Townsend-Smith to lead this item.
- Dr. Townsend-Smith shared that the Charter Schools Advisory Board was proposing a similar timeline and process for the 2018 application round. She reported being pleased that the 2018 charter school application timeline and process would be the same for three years in a row. She added that the process was normalizing and as reported by Chairman Quigley, we were seeing the results of having a similar timeline and process.
- Additionally, we were seeking approval for needed Charter Agreement changes. She noted that the specific changes were date changes and incorporating revisions from policy and statute into the agreement. Changes to the charter agreement were done every year to ensure everything aligned accordingly.

This item was presented for Discussion during the April 2018 State Board of Education meeting. (See Attachment EICS 4)

## **ADJOURNMENT**

Indicating no other business, EICS Committee Chair Ms. Becky Taylor adjourned the April 2018 EICS Committee meeting.

## **RECONVENE IN OPEN SESSION**

Chairman Cobey thanked everyone for their preparation and participation in this month's meeting.

## **CLOSED SESSION**

Noting for the audience that the Board will immediately adjourn following its closed session, Chairman Cobey called for a motion to go into closed session.

*Upon motion made by Mr. Wayne McDevitt and seconded by Mr. Gregory Alcorn, the Board voted unanimously to go into Closed Session to consult with attorneys on attorney-client privileged matters to discuss personnel and confidential matters, and to consider the handling of the following cases:*

- > Carter G. Woodson v. NC State Board of Education and The Charter School Advisory Board*
- > Hoke County v. State of North Carolina and NC State Board of Education*
- > Heritage Collegiate Leadership Academy v. NC State Board of Education*
- > Kia Scott Andrews v. NC State Board of Education*

*Upon motion made by Mr. Todd Chasteen and seconded by Ms. Patricia Willoughby, the Board voted unanimously to recess the State Board of Education meeting until Thursday, April 5, 2018, at 9:00 a.m.*

Education Building, Raleigh	Thursday, April 5, 2018	State Board Room, 9:00 AM
-----------------------------	-------------------------	---------------------------

**Minutes of the  
North Carolina State Board of Education  
301 N. Wilmington Street Raleigh, NC 27601-2825  
April 5, 2018**

The North Carolina State Board of Education met and the following members were present:

William Cobey, Chairman	Tricia Willoughby
A.L. Collins, Vice Chairman	Olivia Oxendine
Gregory Alcorn	Wayne McDevitt
Eric Davis	Rebecca Taylor
Amy White	Todd Chasteen
Lt. Governor Dan Forest	
State Treasurer Dale Folwell (via phone)	

Also present were:

State Superintendent Mark Johnson	Jason Griffin, Principal of the Year Advisor
Freddie Williamson, Superintendent Advisor	Bobbie Cavnar, Teacher of the Year Advisor
	Lisa Godwin, Teacher of the Year Advisor

**CALL TO ORDER AND INTRODUCTION**

State Board of Education Chairman Cobey called the Thursday, April 5, 2018, session of the North Carolina State Board of Education meeting to order and declared the Board in official session. He welcomed Board members and advisors, staff, onsite visitors, and online listeners to the meeting.

Chairman Cobey noted that the Board's agenda with links to all board materials are posted online at [www.ncpublicschools.org](http://www.ncpublicschools.org) at "SBE Meetings" at the top of the page. A link to the audio streaming by strolling to the bottom of the eBoard page. The agenda for the meeting was approved yesterday.

Chairman Cobey noted that the official Board meetings were held on the first Thursday of the month, and it was the day the Board took official action on its agenda items. All committees detailed discussions were held yesterday, along with an informative and insightful issues session on Chronic Teacher Absenteeism. Today's agenda included special recognition and presentations, as well as committee reports and voting on action items. The special presentation today will be from, Ms. Margaret Spellings, President of the University of North Carolina System. The Board was delighted that she was able to attend as an earlier appearance was rescheduled because of the snowed-out January meeting.

Chairman Cobey noted also that at the close of the meeting today, the Board would elect a new Vice Chairman because of Vice Chairman Buddy Collins' resignation announcement from the Board, effective April 14. Following the election of a new vice chair, the Board would end the meeting with a resolution honoring Vice Chairman Collins and his service to the Board.

Chairman Cobey then read the required Ethics Statement.

**ETHICS STATEMENT**

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. Chairman Cobey then requested that, if during the meeting members became aware of an actual or apparent conflict of interest, we bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

**Pledge of the Allegiance**

Mr. Greg Alcorn lead the Board in the Pledge of Allegiance.

## APPROVAL OF MINUTES

### *Discussion/Comments:*

Chairman Cobey requested a motion to approve the minutes of the State Board of Education meeting from February 28-March 1, 2018 and March 19, 2018 (via conference call)

\* There was no discussion.

*Upon motion made by Ms. Patricia Willoughby, and seconded by Mr. Wayne McDevitt, the Board voted unanimously to approve the State Board of Education meeting minutes from the February 28-March 1, 2018 and March 19, 2018 (conference call).*

## SPECIAL PRESENTATION

- President Margaret Spellings, The University of North Carolina System

Chairman Cobey shared that our special guest was accompanied by one of our beloved former Board members, Mr. Kevin Howell. Ladies and gentlemen, we now have the very distinct pleasure this morning to be joined by the University of North Carolina System President, Ms. Margaret Spellings. President Spellings has enjoyed a remarkable career in education at various levels of involvement and in varying levels of the education systems in this country.

She is viewed as a thought leader and public policy expert. She brings to the UNC system extensive experience at the highest levels of the United States government. From 2005 to 2009, she served as the U.S. Secretary of Education, overseeing the creation of the Spellings Commission Report on Higher Education. This report recommended a national strategy for colleges and universities to prepare students for the 21<sup>st</sup> century workforce, and for implementing the bipartisan No Child Left Behind Act (NCLB) and public schools. From 2001 to 2005, she was Chief Domestic Policy Advisor for President George W. Bush. Before her service in the White House, Spellings was the senior advisor to then-Governor Bush of Texas, led governmental and external relations for the Texas Association of School Boards, and held key positions at Austin Community College and with the Texas Legislature.

Chairman Cobey welcomed President Margaret Spellings who shared with us many of her initiatives since becoming President of the UNC System.

President Spellings thanked Chairman Cobey for his leadership of this Board and his many years of service to our state. She greeted Superintendent Johnson and all the members of the Board. She stated that North Carolina has, without question, one of the finest University Systems in the nation adding that many of you are alumni of this outstanding System, and she knows there is at least one faculty member on this Board. President Spellings stated that it was not an accident that we are as fine as we are adding it was the result of an enduring partnership with our legislature and consistent support over many decades – and even centuries – from the citizens of this state, who have long understood what an important game changer higher education is. We are good, we are great, and we are getting better every day. We have raised our graduation rate more than six percentage points in the last five years. We have increased our annual outside research funding by more than \$300 million. Today, we net one and a half billion dollars in research investments every single year, which does more than just educate folks, it drives our economy. We are filling jobs in vital fields, producing nearly 21,000 graduates each year with degrees and certificates in health sciences, engineering, and STEM — an increase of 29 percent since 2011.

President Spellings shared that we are graduating nearly 20 percent more low-income students each year than we did in 2011, and thanks to the legislature's strong financial commitment, tuition for North Carolinians is flat or falling at every one of our institutions. We are getting stronger. But it is no cause for complacency. The question before us now is how we uphold our core mission in a rapidly changing world, and importantly for this body, how does our continued success depend on preparing students early in their career for a lifetime of continued learning? What is the responsibility of higher education institutions outside of those students who walk our halls and beyond the years they study in our lecture halls?

North Carolina is the place where we can — where we must — answer that question. Our state mirrors the most significant trends affecting the country — a political battleground with shifting demographics and an economy that is growing well, but unevenly. The University System is, as UNC President Bill Friday famously said, a “mighty engine” for shaping these forces. Over the years, that engine's power has come from a willingness to adapt and change. Land grant universities expanded our idea of “all useful learning” well beyond the classical liberal arts, recognizing higher education's essential role in a modern economy. Campuses were transformed once again when the GI Bill expanded our vision of college, ushering in a broad middle class. The struggle for civil rights established the opportunity to learn and achieve as the birthright of all Americans, and today, we are embracing that legacy of thoughtful change as we set higher expectations for ourselves and our state. As we move ahead, there are three big issues that both keep her up at night and give her confidence in our mission. And while these issues profoundly impact higher education, they are issues that matter greatly for our entire educational continuum from Pre-K through higher education and into the workforce. Mobility The first issue is economic mobility. The defining issue of our time. The American Dream holds that talent and hard work lead to a better life. When that belief

Education Building, Raleigh	Thursday, April 5, 2018	State Board Room, 9:00 AM
-----------------------------	-------------------------	---------------------------

begins to fray, we all suffer. Our politics become more troubled, and we fail to tap the talent we need to thrive and survive. Our region — from Southern Virginia to Mississippi — is struggling with mobility. Children born into poverty in the South have strikingly low odds of bettering their lives.

In North Carolina, our metro areas rank among the worst in the nation for upward mobility, with cities like Raleigh, Charlotte, Greensboro, and Fayetteville, all in the bottom 10 percent of America’s metro areas. But we have the power to change that dynamic, because higher education is a proven route to economic mobility. When we meet our core mission, reaching talented students from all backgrounds, getting them in the door, and helping them graduate — we change lives, lift families, and transform communities.

This is an access issue. Earning a place in college must not depend on the color of your skin, the income of your family, or the zip code where you grew up. It is also a student success issue. Your odds of graduating should depend on work ethic and academic performance, not your parents’ resources, and it is a community impact issue. The jobs created by our alumni, the healthcare provided by our hospitals and medical graduates, the new industries developed by our researchers — they improve the quality of life for everyone, not just those who study at our campuses. But the disparities and achievement gaps impacting upward mobility are a long-time coming. They do not start at age 18. That is why we have formed the MyFutureNC Commission to take a hard look at how North Carolina can harness the entire educational continuum, from Pre-K through postsecondary and into the workforce.

President Spellings noted that today, we are one of just five states that lack a statewide goal for how many of our citizens need education beyond high school. That must change, and she appreciates Superintendent Johnson’s support, along with non-profit, business, faith and education leaders and representatives from the House, Senate and Governor’s office, as we advance that work. At the end of the year, the commission will set a statewide goal for the percent of North Carolinians that need some form of education beyond high school. It will also lay out the benchmarks to hit along the way: targets for third grade literacy, eighth grade proficiency in reading and math, college readiness, and so on.

Finally, it will recommend the policy reforms and initiatives necessary to achieve those goals and targets. President Spellings is not a believer in college-for-all, and she does not know any university president or business leader who is, but she is a believer in education and training beyond high school for everyone, whether that’s on a campus, on the job, or through military service. We must have a system that works better for every student, not just those who are likely to attend a four-year university. We must build a college-going culture, one that puts college within the reach of every North Carolinian. But it must also be a culture that encourages and integrates a wide range of options from apprenticeship programs, to college credit for military service, to on-the-job training that counts toward a degree or certificate.

This all starts with a strong public school system. Which is why strengthening our K-12 schools, and supporting the work of this Board, is a major focus of MyFutureNC. It is also a major focus of the UNC System’s colleges of education. We are proud of the nearly 40 percent of the state’s teachers that we prepare. In fact, on average our teachers outperform their peers. To make sure we are doing all we can, we recently commissioned a look-under-the-hood at our colleges of education to see where we can improve. Because put simply, our achievement gaps are too large and proficiency levels too low for us to be content with the overall quality of our schools and teaching.

What the review found was that we often do not prepare our teachers well enough for them to be ready on day one to implement the evidence-based teaching practices that can help a struggling student learn, or to use the classroom management techniques that can control an unruly or unproductive classroom. We must better incorporate state standards into our curriculum, we must ensure we teach the interventions and strategies that are backed by sound research, and we must strengthen our partnerships with school districts and increase in-classroom experience for our teacher candidates. This is a personal priority for President Spellings, and she is optimistic about what we can do. President Spellings is grateful for the strong support of our deans of education, and for our teacher preparation advisory board, co-chaired by two UNC System leaders as well as former CMS Superintendent Ann Clark.

It is going to take hard work to help ensure every North Carolinian, regardless of background, is ready for whatever educational option fits their needs and allows them to earn a good job and a shot at the American Dream, and it is going to take all of us working together to do it. Accountability Progress will also require holding our own feet to the fire, which is why accountability is the second key issue for the UNC System. Higher education has suffered from a ‘send us the money and leave us alone’ kind of attitude. What we do is legitimately hard to measure, and many of the benefits we bring to individuals and the broader society take a long time to mature. So, we’ve told people to trust us, but she believes that era is over. In K-12 that era has long been over. The extent to which measurable student outcomes drives policymaking might still be a point of contention, but it forms the core of your discussions and debates. That same shift has come to higher education and it is overdue. Done right, better data and higher standards are tools for greater flexibility and better decision-making at every level, whether it is teachers, principals and superintendents in K-12, or deans, chancellors and system presidents in higher education. Accountability does not hinder talented leaders — it lets them work more effectively. For the UNC System, that is what our strategic plan is all about, and why it won unanimous support from the UNC Board of Governors.

Education Building, Raleigh	Thursday, April 5, 2018	State Board Room, 9:00 AM
-----------------------------	-------------------------	---------------------------

President Spellings shared that they have signed seventeen customized performance agreements with each chancellor in the UNC System, all of them embracing measurable outcomes as a route to excellence. Each institution's progress, — along with the system as a whole — will be on display in newly launched data dashboards, showing the public exactly how we're doing. But to truly understand our own operation, evaluate our programs, and drive better decision making, we must also reform and align how we currently collect and act on our data. Frustrating data systems and a persistent lack of useful information is a problem that's familiar to this Board. As you all know, we've made progress on our P-20 data systems but it's far from enough. That is why the UNC System, has made data modernization our top priority for May's legislative short session, and it is why they are committed to projects like our partnership with DPI and the National Student Clearinghouse to track cohorts of students across K-12 and into postsecondary education so we can better identify gaps and barriers and address them.

Recently, on the national stage, we have seen a deeply discouraging retreat on shared standards and accountability. That includes a retreat in our K-12 schools. President Spellings understand, better than many, the frustration with tests and metrics and the appeal of rhetoric about local control. But blaming data collection for the failings of education, is just shooting the messenger. Public Good Our bottom line matters, but so do the values that are hard to show on a dashboard. Fulfilling our historic mission to advance the public good is our third, and in many ways the most fundamental issue we face. A great many of the people in this state who run businesses, teach our children, heal our families, enrich our culture, and set our public policy will pass through the doors of our universities. What we teach, the behavior we expect, and the standards we model as teachers and public officials helps set the tone for our graduates and the world beyond. That's an enormous responsibility, and one that you share.

President Spellings stated what we do every day as educators and public institutions matters. We must stand behind the core values of free expression, intellectual diversity, and patient engagement with new ideas. Our campuses bring together people from different backgrounds to gather in the same place, debate the same books, and navigate the same social life. A college education remains one of the most integrated and intellectually demanding experiences in American life. As are our public K-12 schools, integrated school districts have driven social change for decades, public schooling has long shaped minds, worldviews and perspectives. It is an intense responsibility for us as policymakers to support those environments. Our students recognize the privilege of thinking and learning. They want to live up to that gift, to leave the world in better shape than they found it. It is clearer today than it has been for decades, as the passion and outspoken activism that is often been more at home in higher education, has emerged in full force at our middle and high schools.

What is apparent to President Spellings is that anyone who said that students have lost their heads or their desire to be good citizens is not paying attention — our students have been paying attention to us. They are watching how we lead and govern, how we engage in public debate, and how we adapt to the needs of our time. It is up to us to show that public institutions are an ally in the effort to make a better world. That public service is honorable and effective. That trust in our fellow citizens, and faith in the country that unites us, is vital to any vision of real progress. Leading the UNC System and its thousands of faculty and staff who come work every day in our labs and classrooms, on our police departments and maintenance crews, in our hospitals and health clinics.

President Spellings is inspired by their drive to make a difference, and their impact is far reaching across this state, in all 100 of North Carolina's counties. As a Board, President Spellings knows you see the same thing in school districts across this state. Our job is to enable that good work and to build a college-going culture that encourages every North Carolinian to see education beyond high school as pivotal to their future. Cultivating higher expectations is what leadership is all about. If we can elevate the expectations of the people around us, progress will follow. We need your help to make that big lift here in North Carolina: to aim high, using education's power to supply opportunity and support society, and holding ourselves accountable to meet those lofty goals. This will be a major priority for her over the coming years. President Spellings will be making the case to the people of North Carolina that higher education is not an elite luxury but a tool for all of us. Something that is within reach and relevant to the world we're facing. UNC System President Friday used to issue a powerful challenge to students, one that President Spellings love. "Every morning," he said, "a million North Carolinians get up and go to work for wages which leave them below the poverty line, so they can pay taxes that finance the education you receive. Your job is to figure out how you're going to pay them back." Chairman Cobey invited President Spellings up for a photo with the Board.

## **SPECIAL RECOGNITION**

Chairman Cobey shared that we now come to our special recognitions and one of our recognitions would involve connecting with an honorary by Skype. This would be the first instance that we have connected in this manner at an official monthly meeting. To announce these three recognitions, he asked Dr. Maria Pitrie-Martin to begin the presentations.

Education Building, Raleigh	Thursday, April 5, 2018	State Board Room, 9:00 AM
-----------------------------	-------------------------	---------------------------

Dr. Pitre-Martin shared that she was honored to be a part of the School Library Media Month. The American Association of School Librarians started this recognition in 1985. The theme for the first recognition was “Where Learning Never Ends.” The school library media center was certainly a place that served as a safe haven for many of our students in our schools. We were very fortunate to have Ms. Catherine Parker, our School Library Media Consultant, introduce members of our North Carolina School Library Media Association.

Ms. Parker shared she was very excited to kick off library month with the North Carolina School Library Media Association. She added that our state was very fortunate to have this organization that served school library media stakeholders across our state. Many of you may be familiar with much beloved literacy competition, “Battle of the Books,” for elementary, middle and high school levels. They also provide professional learning and leadership opportunities for Library Media Coordinators, and they advocated for effective school library programs, which are crucial for student learning and teacher effectiveness.

➤ **North Carolina School Library Media Month**

- ❖ Dr. Kevin Washburn, Legislative Committee Chair, NC School Library Media (NCSLMA)
- ❖ Ms. Crystal Joyce, School Library Media Coordinator, Old Richmond Elementary School, Wake Forest Forsyth Schools
- ❖ Ms. Renee Dugans, President, NC School Library Media Association

Dr. Washburn shared that he was a School Library Media Specialist with Charlotte Mecklenburg Schools, Alexander Graham Middle School. Today’s presentation was about the great work being done across the state to transform libraries. He talked about how most of us may remember libraries. It was a place of wonderful resources that was very quiet and that there were rules to follow and very high expectations for what was going to happen at the school libraries. Libraries across North Carolina that students and staff use have transformed. A short video was then presented that displayed this transformation. The school library media center was an integral part of today’s educational strategy. This was a central resource that enabled students to leverage the advances in technology and personalized learning while continuing to develop and strengthen their lifelong reading habits. At the heart of the media center was the School Library Media Specialist. As an instructional leader, this individual would collaborate with classroom teachers, provide instruction in real-world learning experiences for students to master critical 21<sup>st</sup>-century skills. The School Library Media program provided built-in access and equal opportunities for all students to use library resources. Educating students in critical thinking and problem-solving skills was essential for career and college readiness. The School Library Media Specialist was a visible and active leader advocating for the human, physical and financial resources needed to ensure that students had materials, tools, and technology needed to learn. This included engaging in community outreach activities, creating awareness and building support for the school library media programs.

Dr. Washburn introduced Ms. Crystal Joyce. to share research that showed the highest achieving students attended schools with well-staffed and well-funded school libraries. Students made almost 1.3 billion visits to school libraries during the school year which was four times as many visitors to national parks. She added that the downsize with school librarians were cutbacks that may be yield unintended consequences. According to a recent study by Stanford University, more than 80% of middle schoolers could not tell the difference between sponsored content and real news. She then shared a short video from their spokesperson, Mr. Jason Reynolds.

Ms. Parker recognized Ms. Brene Duggins, School Librarian, Oak Grove High School, Davidson County who thanked the Board for their support of school libraries and support in recognizing April as “School Library Month.” Dr. Pitre-Martin read the “School Library Month” Proclamation.

Chairman Cobey asked for a motion to approve the “School Library Month” Proclamation. The motion was made by Ms. Tricia Willoughby and second by Mr. Eric Davis. The proclamation was approved unanimously.

Chairman Cobey invited the team forward for a photograph.



## NORTH CAROLINA SCHOOL LIBRARY MEDIA ASSOCIATION

### **School Library Month Proclamation**

**WHEREAS**, April has been designated nationally as School Library Month since 1985; and

**WHEREAS**, school libraries provide materials to meet the individual needs, varied interests, abilities, socioeconomic backgrounds and maturity levels of the students served; and

**WHEREAS**, school libraries connect teachers with resources to use to personalize learning for their students; and

**WHEREAS**, school libraries offer safe, engaging, and collaborative learning environments that encourage knowledge creation; and

**WHEREAS**, school libraries provide resources for students to use to meet their college, career, and life goals; and

**WHEREAS**, school libraries enable students to access, evaluate, and use information to be digitally literate citizens; and

**WHEREAS**, school libraries supply books in a variety of formats to support literacy instruction and encourage students to read for pleasure; and

**WHEREAS**, school libraries help bridge the digital divide and close achievement gaps;

**NOW, THEREFORE, BE IT RESOLVED** that the North Carolina State Board of Education and North Carolina's Superintendent of Public Schools declare the month of April as "School Library Month" and thereby encourage each of North Carolina's local school boards to adopt a similar resolution and to participate throughout the month of April in celebrating school library programs.

---

William W. Cobey, Jr., Chairman  
North Carolina State Board of Education

---

Mark R. Johnson, Superintendent  
North Carolina State Department of Public Instruction



Education Building, Raleigh	Thursday, April 5, 2018	State Board Room, 9:00 AM
-----------------------------	-------------------------	---------------------------

➤ **US Youth Senate Program Student Program**

- ❖ Mr. Bennett Stillerman, Providence High School, Charlotte-Mecklenburg Schools
- ❖ Mr. Luke Holden Tillitski, Charlotte Latin School, Mecklenburg County

Dr. Pitre-Martin shared that this recognition represented our commitment around the goal of preparing our students for citizenship. The U.S. Senate passed a resolution in 1962 creating the United States Senate Youth Program. To provide an opportunity for talented young people with demonstrated leadership abilities, to deepen their understanding of America's political process, and strengthen their resolve to pursue careers in public service. Each year two high school juniors or seniors are selected from each of the fifty states, the District of Columbia and the Department of Defense Education Activity, to attend a week-long extensive government and leadership experience in the nation's capital. They also received a \$10,000 undergraduate college scholarship. Today we are honored to have the two students who were recognized for the state of North Carolina. She then recognized Ms. Fay Gore, Section Chief for Social Studies.

Ms. Gore acknowledged Ms. Michelle McLaughlin who was the Coordinator for the North Carolina program as well as the entire K-12 Social Studies team who participated in the selection process. Ms. Gore noted that the North Carolina model had been recognized as one of the best in the nation. Ms. Gore shared that the exceptional served as the 2018 delegates for the US Senate Youth Program. Mr. Bennett Stillerman attended Providence high school in Charlotte-Mecklenburg schools. His principal was Ms. Tracey Harold and the Superintendent for Charlotte-Mecklenburg was Dr. Clayton Wilcox. Mr. Stillerman always had an interest in politics and currently serves as the President of the North Carolina Teen Democrats. He had engaged in volunteering with local campaigns since he could hold a yard sign. He volunteered at local science museums and debates competitively. He was especially excited about his experience during the week in Washington as they exposed him to ideas and conversations that would inspire him and with innovative ways to bridge the gaps between political parties, so they may work together to find solutions to issues in the community and the nation. Mr. Luke Holden Tillitski attended Charlotte Latin School in Mecklenburg County. His Headmaster was Mr. Art McIntosh and the head of the upper school was Mr. Lawrence Wall. Mr. Tillitski was an active member in student government and served as a Junior Class Senator. Outside of school, Mr. Tillitski continues his passion for government by participating in congressional debate. He was ranked ninth nationally demonstrating his mastery thinking critically about policymaking. He also volunteered in the local middle schools of the Charlotte-Mecklenburg School System and taught debate to interested students. Chairman Cobey invited both students for a photograph.

➤ **2018 North Carolina Online Teacher of the Year**

- ❖ Ms. Coston Daugherty, Earth and Environmental Science Teacher and Instructional Leader for Teacher in Training and Practicum Program

Dr. Pitre-Martin shared that this would be the first time that we are virtually bringing our awardee to the Board. She added that we are honored to present the North Carolina Virtual Public School Teacher of the Year. She then recognized Dr. Eliz Colbert to introduce the teacher.

Dr. Colbert shared that she was excited to introduce the North Carolina Online Teacher of the Year. She added that they wanted to do this virtually for several reasons. Dr. Colbert added that people ask her what it was like in an online classroom? This was a sneak peek of what it was like for you to see inside an NCVPS classroom. She stated like all classrooms across the state and nation, teaching and learning was different with NCVPS than perhaps other online schools. Dr. Colbert stated that the Online Teacher of the Year process begins much like the face-to-face with peer nominations. 800 teachers were employed with NCVPS. She then introduced Ms. Coston Daugherty, a graduate of East Carolina University. She was enrolled in the Masters for Online Teaching and Instructional Design Program at Lenoir Rhyne. Ms. Daugherty posed for a photograph with Board members.

Chairman Cobey recognized Superintendent Johnson for his monthly report.

## **SUPERINTENDENT'S REPORT**

Superintendent Johnson reminded everyone of the project of making student art more DPI. He noted that there were lovely displays of visual art around the building and hallways. Superintendent Johnson shared that DPI hosted its first non-Christmas performance. He added that he realized that during Christmas it meant so much to the students and the staff that come in and perform for us, and he thought it important to extend student performances year long. Superintendent Johnson shared the first invitation was to Swift Creek Elementary School. He thanked everyone who worked to help set it up and all the DPI staff who came down to enjoy it.

Superintendent Johnson shared information about the Connecting Communities of Education Stakeholders (CCES) Conference. This was the annual conference where education stakeholders from local districts and schools came in from around the state, and connect innovative practices. Getting everyone in a room to share innovative practices was a launching pad of scaling innovation across the state. Superintendent Johnson thanked everyone at DPI who coordinated the event.

Education Building, Raleigh	Thursday, April 5, 2018	State Board Room, 9:00 AM
-----------------------------	-------------------------	---------------------------

Superintendent Johnson shared information about his listening tour last month. The superintendent visited Alamance Burlington County Schools. He also announced that every reading teacher in North Carolina that taught K-3 would be receiving \$200 of reading supplies for their students. The listening tour also included a visit to Union Elementary in Brunswick County. Superintendent Johnson also detailed his visit to Wilmington to Mary C. Williams Elementary. He also visited Williamsburg Elementary in Rockingham County which held the distinguished title of the oldest public school in North Carolina. Superintendent Johnson shared he had received a call from the White House asking them to pick who would design the Easter Egg that would be on display for North Carolina representing the entire state at the White House for the Easter Egg Roll Celebration. He added he decided it would be very fitting for Williamsburg Elementary to have that honor.

Superintendent Johnson announced the live streaming on Facebook because the announcing of prizes for the completion of the Teacher Working Conditions Survey (TWC). He provided background information about the TWC survey noting that North Carolina was the first state in the nation to start doing this survey in 2002. The information gathered allows teachers and educators to provide their viewpoints on their school's working conditions. He noted the results of the TWC would eventually be posted online.

Schools and district that won \$1,000 for being the first in their category to reach the 100 percent completion rate were:

- Bruce Drysdale Elementary (Henderson County Schools)
- Clarkton School of Discovery Middle (Bladen County Schools)
- Camden Early College High (Camden County Schools)
- FernLeaf Community Charter (Fletcher, NC – Henderson County)
- Bertie County Schools

The following schools were acknowledged live on Facebook on April 5:

- Catawba Elementary School (Catawba County Schools), \$500
- J.W. Coon Elementary (Cumberland County Schools), \$500
- Central Cabarrus High (Cabarrus County Schools), \$500
- Northwoods Park Middle (Onslow County Schools), \$500
- Little River Elementary (Durham Public Schools), PD day provided by NCAE

There was one "Nick of Time" award winner which received \$500 for the school that was the last in the state to reach the 100 percent completion rate:

- Orange High in Orange County; who got their last survey in at 6:23 p.m. on the last day of survey administration.

Superintendent Johnson shared that he would complete the Krispy Kreme Challenge – 2.5 miles, 12 doughnuts, 2.5 miles, noting we came ***within 0.41 percent of beating Kentucky's mark for best-ever completion rate***. He was proud that 109,449 educators took time to complete the survey.

Superintendent Johnson thanked the staff at DPI that coordinated the TWC, especially Dr. Cynthia Martin and her team. He thanked the North Carolina Association of Educators and the North Carolina Business Community for Education that provided the monetary prizes.

Ms. Willoughby reminded the Superintendent that last month she had requested that he be prepared this month to tell the Board a couple of things that he has learned on his listening tour. She added that he had stated that he would be doing that for the first year and then shaping his priorities from what he had learned. She also stated that last month she had asked that the Superintendent provide a list of committee members on his student health committee because the report was originally due April 1 to the legislature. Superintendent Johnson replied that he did not have a list of the committee members but will make sure that she received the names. He added that he was working to present his legislative priorities based on what he had seeing on his listening tour. Superintendent Johnson added that every month he has talked about his visits which has influenced decisions made at DPI. He stated the Board could request a formal agenda item for him to outline his priorities.

## **CONSENT AGENDA**

Chairman Cobey moved to the Consent agenda. Noting that these items had either been before the Board in a prior month for discussion or were technical changes or routine reports that were not contentious.

Education Building, Raleigh	Thursday, April 5, 2018	State Board Room, 9:00 AM
-----------------------------	-------------------------	---------------------------

**EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE MEETING**  
**(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)**

**CONSENT**

**EICS 5 – The Capital Encore Academy’s Request to Postpone its High School**

**Presenters:** Dr. Maria Pitre-Martin (Deputy State Superintendent, NCDPI), Mr. Dave Machado (Director, Office of Charter Schools) and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

**Description:**

The Capital Encore Academy (Cumberland County) opened August 2014 and requests State Board of Education (SBE) approval to postpone its high school offerings until 2020 (year 7) due to its current academic standing as a continually low-performing charter school (see attached). Currently, the school provides education for students in grades K–8 and planned to expand to ninth grade next year as outlined in its previously approved charter application. The Capital Encore Academy’s request to postpone its high school requires State Board approval per NC General Statute 115C-218.5 and CHTR-014 since this change is considered material.

**Recommendations:**

The Office of Charter Schools recommends the State Board of Education approve this request for The Capital Encore Academy.

**CONSENT**

**EICS 6 – Annual Charter School Performance Framework Overview**

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent, NCDPI), Mr. Dave Machado (Director, Office of Charter Schools) and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

**Description:**

In September 2014, the State Board of Education (SBE) commissioned the Office of Charter Schools (OCS), through its strategic plan, to develop and implement a Performance Framework (PF). Specifically, the PF captures school data trends over time as a part of the renewal process and may be used for high-stakes decision-making. Information outlined in the PF allows OCS to provide charter schools, SBE, and Charter Schools Advisory Board (CSAB) one consistent document to determine whether a charter school is meeting academic, operational and financial goals.

The 2017 PF data collection period started in January 2017 and concluded June 30, 2017. Prior to the data collection period, OCS provided training to all charter schools on using Microsoft SharePoint. During the data collection process, technical assistance was granted as needed. Extensions were granted to charter schools requesting additional time to submit information. OCS reviewed and provided feedback for items submitted for the PF from July 2017 - January 2018. OCS then provided a correction period for schools to adjust items to ensure compliance with statute, SBE policy, and the charter agreement. Any school not making specific corrections or submitting requested documentation after extension requests received a rating of "Not Compliant" for the 2017 PF. The attached report outlines the number of charter schools not meeting, meeting and exceeding expectations.

**Recommendations:**

The Charter Schools Advisory Board and Office of Charter Schools recommend the State Board of Education accepts the 2018 Performance Framework.

**CONSENT**

**EICS 7 – American Renaissance School’s Request to Change its Mission**

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent, NCDPI), Mr. Dave Machado (Director, Office of Charter Schools), Ms. Shaunda Cooper (Consultant, Office of Charter Schools) and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

**Description:**

American Renaissance School requests to amend its original mission statement. The Board of Directors at the school along with the administration wish to amend the current mission statement as it is lengthy. American Renaissance believes its proposed amended mission statement is more “user friendly.”

**Original Mission Statement:**

The American Renaissance School Mission is to provide an engaging and intellectual environment which surrounds the child in a community of learners who acknowledge and believe in the unique, yet dynamic nature of the human spirit and strive to foster and nurture the individual through meaningful and challenging opportunities in art research, communication, and science while collectively experiencing a Renaissance of the Mind.

Education Building, Raleigh	Thursday, April 5, 2018	State Board Room, 9:00 AM
-----------------------------	-------------------------	---------------------------

**Proposed Mission Statement:**

To ensure a standard of academic excellence by providing a nurturing environment that allows each child to reach his or her fullest potential as students and citizens.

**Recommendations:**

The Office of Charter Schools recommends that the State Board of Education approve the mission change for American Renaissance School.

***CONSENT***

**EICS 8 – Submission Restart Applications**

**Presenter(s):** Dr. Nancy Barbour (Director, Educator Support Services), Dr. James Ellerbe (Reform Model Lead, Educator Support Services)

**Description:**

Recurring low-performing schools have the opportunity to apply for one of four reform models to utilize innovative school reform and reverse a history of low performance. The Committee for Education Innovation and Charter Schools and the Department continue to receive a number of reform model applications from across the state. The most recently submitted applications are listed by LEA below. These applications are submitted for their approval. Applications submitted for approval are listed below and include the name of the school district(s) and school(s):

**Pitt Public County Schools**

1. Grifton School

**Rowan Salisbury Public County Schools**

1. Salisbury High School
2. Knox Center for Accelerated Studies Middle School
3. Elizabeth Hanford-Dole Elementary School

**Wake County Public Schools**

1. Baileywick Road Elementary School
2. Green Elementary School
3. Knightdale High School
4. Lake Myra Elementary School
5. Lincoln Heights Elementary School
6. Smith Elementary School
7. Wilburn Elementary School

**Union County Public Schools**

1. Benton Heights Elementary School
2. East Elementary School
3. Walter Bickett Elementary School

**Recommendations:**

It is recommended that the State Board approve these applications.

**EDUCATOR STANDARDS AND PRACTICES COMMITTEE MEETING  
(Dr. Olivia Oxendine, Chair; Mr. Eric Davis, Vice Chair)**

***CONSENT***

**ES&P 10 – SBE Policy LICN-002 – Amendments to Align with Statute**

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Thomas Tomberlin (Director, School Research, Data, and Reporting), Dr. Andrew Sioberg (Director, Educator Preparation)

**Description:**

Recent state legislation (S.L.2017-189, formerly SB 599) passed in July 2017 calls for a comprehensive overhaul to educator preparation and licensure. S.L. 2017-189 necessitates additions, modifications, and deletions to SBE policy associated with educator preparation and licensure. This item, returning this month for Consent, includes the recommendations of the Professional Educator Preparation and Standards Commission (PEPSC) to update and align SBE policy LICN-002 with current law. This policy includes specialized licensure route information including sections regarding out-of-state Equivalency, Teach for America, non-public NC Pre-K, and NCVPS.

Education Building, Raleigh	Thursday, April 5, 2018	State Board Room, 9:00 AM
-----------------------------	-------------------------	---------------------------

**Recommendations:**

It is recommended that the State Board of Education approve these policy changes.

**CONSENT**

**ES&P 11 – SBE Policy LICN-003 – Amendments to Align with Statute**

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Thomas Tomberlin (Director, School Research, Data, and Reporting), Dr. Andrew Sioberg (Director, Educator Preparation)

**Description:**

Recent state legislation (S.L.2017-189, formerly SB 599) passed in July 2017 calls for a comprehensive overhaul to educator preparation and licensure. S.L. 2017-189 necessitates additions, modifications, and deletions to SBE policy associated with educator preparation and licensure. This item, returning this month for Consent, includes the recommendations of the Professional Educator Preparation and Standards Commission (PEPSC) to update and align SBE policy LICN-003 with current law. This policy includes a table of licensure areas, required examinations, and passing scores for each examination.

**Recommendations:**

It is recommended that the State Board of Education approve these policy changes.

**CONSENT**

**ES&P 12 – SBE Policy LICN-005 – Amendments to Align with Statute**

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Thomas Tomberlin (Director, School Research, Data, and Reporting), Dr. Andrew Sioberg (Director, Educator Preparation)

**Description:**

Recent state legislation (S.L.2017-189, formerly SB 599) passed in July 2017 calls for a comprehensive overhaul to educator preparation and licensure. S.L. 2017-189 necessitates additions, modifications, and deletions to SBE policy associated with educator preparation and licensure. This item, returning this month for Consent, includes the recommendations of the Professional Educator Preparation and Standards Commission (PEPSC) to update and align SBE policy LICN-003 with current law. This policy includes a table of licensure areas, required examinations, and passing scores for each examination.

**Recommendations:**

It is recommended that the State Board of Education approve these policy changes.

**CONSENT**

**ES&P 13 – SBE Policy LICN-008 – Amendments to Align with Statute**

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Thomas Tomberlin (Director, School Research, Data, and Reporting), Dr. Andrew Sioberg (Director, Educator Preparation)

**Description:**

Recent state legislation (S.L.2017-189, formerly SB 599) passed in July 2017 calls for a comprehensive overhaul to educator preparation and licensure. S.L. 2017-189 necessitates additions, modifications, and deletions to SBE policy associated with educator preparation and licensure. This item includes the recommendations of the Professional Educator Preparation and Standards Commission (PEPSC) to update and align SBE policy LICN-008 with current law. This policy includes a table of licensure-related application fees.

**Recommendations:**

It is recommended that the State Board of Education approve these policy changes.

**CONSENT**

**ES&P 14 – SBE Policy TCED-001 – Amendments to Align with Statute**

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Thomas Tomberlin (Director, School Research, Data, and Reporting), Dr. Andrew Sioberg (Director, Educator Preparation)

**Description:**

Recent state legislation (S.L.2017-189, formerly SB 599) passed in July 2017 calls for a comprehensive overhaul to educator preparation and licensure. S.L. 2017-189 necessitates additions, modifications, and deletions to SBE policy associated with educator preparation and licensure. This item includes the recommendations of the Professional Educator Preparation and Standards Commission (PEPSC) to delete outdated policy TCED-001 National Teachers Examination. The National Teachers Examination no

Education Building, Raleigh	Thursday, April 5, 2018	State Board Room, 9:00 AM
-----------------------------	-------------------------	---------------------------

longer exists, thus necessitating this deletion.

**Recommendations:**

It is recommended that the State Board of Education approve these policy changes.

**CONSENT**

**ES&P 15 – SBE Policy LICN-009 – Amendments to Align with Statute**

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Thomas Tomberlin (Director, School Research, Data, and Reporting), Dr. Andrew Sioberg (Director, Educator Preparation)

**Description:**

Recent state legislation (S.L.2017-189, formerly SB 599) passed in July 2017 calls for a comprehensive overhaul to educator preparation and licensure. S.L. 2017-189 necessitates additions, modifications, and deletions to SBE policy associated with educator preparation and licensure. This item includes the recommendations of the Professional Educator Preparation and Standards Commission (PEPSC) to delete outdated policy LICN-009 Process to Change from Certification to Licensure. North Carolina no longer issues Teacher Certificates and all existing Certificates have been converted to Licenses, thus necessitating the deletion of this policy.

**Recommendations:**

It is recommended that the State Board of Education approve these policy changes.

**STUDENT LEARNING AND ACHIEVEMENT COMMITTEE CHAIR REPORT  
(Mr. Eric Davis, Chair, and Dr. Olivia Holmes Oxendine, Vice Chair)**

**CONSENT**

**SLA 8 – Approval of the School Calendar for the North Carolina Residential Schools for the Deaf and Blind**

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent) and Ms. Barbria Bacon (Superintendent/School Director, Residential Schools for the Deaf and Blind)

**Description:**

The Residential Schools for the Deaf and Blind seek State Board of Education approval of the 2018-2019 academic calendar for each school (the Governor Morehead School in Raleigh, the North Carolina School for the Deaf in Morganton, and the Eastern North Carolina School for the Deaf in Wilson). A copy of the calendar for each of the three schools is attached indicating the total number of days allocated for student instruction, teacher workdays, and holidays. The school calendars are attached to this item.

**Recommendations:**

It is recommended that the North Carolina State Board of Education approve the school calendars for the Residential Schools for the Deaf and Blind as presented.

**HEALTHY RESPONSIBLE STUDENTS COMMITTEE CHAIR REPORT  
(Ms. Tricia Willoughby, Chair, and Mr. Reginald Kenan, Vice Chair)**

**CONSENT**

**HRS 1 – Middle School Athletic Manual Updates**

**SBE Strategic Goals:**

**Goal 5:** Every Student is Healthy, Safe and Responsible

**Objective 2:** Promote healthy active lifestyles for students

**Presenter(s):** Dr. Stacey Wilson-Norman (Chief Academic Officer, Academic Services), Mrs. Christy Lynch Ebert (Interim Director, Division of K-12 Standards, Curriculum and Instruction), and Dr. Ellen Essick (Section Chief of NC Healthy Schools)

**Description:**

Changes to the Middle/Junior High School Athletic Manual reflect recent policy, rule changes and alignment with best practices for safety for student athletes. These changes will become effective in July 2018 for the 2018-19 academic year

**Discussion:**

G.S.115C-12 (21) (27) directs the State Board of Education (SBE) to compile a report on dropout rates, suspensions, expulsions, uses

Education Building, Raleigh	Thursday, April 5, 2018	State Board Room, 9:00 AM
-----------------------------	-------------------------	---------------------------

of corporal punishment, reassignments for disciplinary purposes, alternative placements, and acts of violence in the public schools and to report annually to the Joint Legislative Education Oversight Committee.

#### **Recommendations:**

It is recommended that the State Board of Education accept the Consolidated Report as presented.

Chairman Cobey recognized Chair, Mr. Gregory Alcorn for the Business Operations Committee.

### **ACTION AND DISCUSSION AGENDA**

#### **BUSINESS OPERATIONS COMMITTEE MEETING (Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)**

Chair Gregory Alcorn called the April 2018 Business Operations (BSOP) Committee meeting to order.

#### **ACTION ON FIRST READING**

##### **BSOP 1 – School Nutrition Equipment Assistance Grants**

##### **SBE Strategic Plan**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

**Objective 4.3:** Use State and federal funding according to State and federal laws and State Board of Education policies

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Ben Matthews (Chief School Operations Officer, Safe and Healthy Schools Support), Dr. Lynn Harvey (Section Chief, School Nutrition Services), and Ms. Janet W. Johnson (Assistant Chief, School Nutrition Services)

#### **Description:**

The United States Department of Agriculture (USDA) has issued a one-time appropriation to the North Carolina Department of Public

*Upon motion by Mr. Eric Davis and seconded by Ms. Tricia Willoughby, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments, EICS 5, EICS 6, EICS 7, EICS 8, ES&P 10, ES&P 11, ES&P 12, ES&P 13, ES&P 14, ES&P 15, SLA 8, HRS 1)*

Instruction (NCDPI) in the amount of \$813,654.00 to be used for grants to School Food Authorities (SFAs) participating in the National School Lunch Program (NSLP) for the purchase of commercial equipment for use in the preparation and service of nutritious, appealing school meals. The USDA requires preference to be given to schools where fifty percent or more students are eligible for free-or-reduced price meals or the Identified Student Percentage (ISP) exceeds fifty percent. SFAs must have the capacity to manage these funds as demonstrated by their compliance with all Federal regulations that govern the NSLP. (\*Note: School Food Authorities include Public, Charter and Non-Public Schools and Residential Child Care Institutions).

Guidance for State Agencies administering the grant has been provided by the Food and Nutrition Service of the USDA. According to the guidance, equipment is defined as "nonexpendable, tangible property with a useful life of more than one year and a per unit acquisition cost of \$5,000.00." Therefore, grants may not be awarded for a lesser amount.

A Request for Application (RFA) was issued to all SFAs on September 12, 2017. Applications were returned to the State Agency on or before the deadline of December 7, 2017. SFAs were required to complete an SFA Application Summary that enabled the SFA to prioritize their equipment requests and a School Application that described the specific school for which the equipment was requested. Applications were required to provide the following information: total school enrollment, percentage of students that qualify for free-or-reduced price meals or the SFA's ISP, the school's average daily meal participation, an equipment specification and a copy of the most responsive quote or bid from a qualified vendor. In accordance with the USDA guidance, SFAs were required to justify equipment needs based on the achievement of one or more of the following goals:

1. Improve food safety and quality;
2. Increase energy efficiency;
3. Increase student participation;
4. Improve nutrition integrity or implement nutrition standards and/or
5. Allow for the adoption of innovative meal service strategies.

Education Building, Raleigh	Thursday, April 5, 2018	State Board Room, 9:00 AM
-----------------------------	-------------------------	---------------------------

State agencies were all allowed to expand upon these goals. The NCDPI chose to add a sixth goal which was that the equipment requested would better equip the school to use more locally grown fresh fruits and vegetables in the School Nutrition Program. Collectively, the information required in the application and the SFA's justification, based on achieving the goals shown above, provided the criterion for awarding the grants.

A Selection Committee reviewed all applications. The applications were scored based upon the objective criteria described on the previous page. Applications receiving the highest total scores were ranked by score. Available funds were allocated to the applications receiving the highest scores. All reasonable efforts were made to distribute funds equitably based on SFA size, geographic location and available funds.

SFAs will be notified of their grant award(s) upon approval of the SBE. Grant funds will be allotted to the awardees through the department's allotment system. Reporting requirements will be issued simultaneously with the grant award. SFAs will be required to expend the grant funds, in their entirety, by September 4, 2018. The NCDPI will issue its final report to the USDA once confirmation has been received by all awardees that the equipment has been successfully installed and is in use by the SFA.

#### **Recommendations:**

It is recommended the State Board of Education approve the Equipment Assistance Grant Award Recipients as presented in the attached document.

#### **Discussion/Comments:**

- BSOP Chair, Mr. Gregory Alcorn noted a thorough discussion of this item.
- No further comments.

This item was presented for Action on First Reading during the April 2018 State Board of Education meeting. (See Attachment BSOP 1)

*Upon motion by Mr. Gregory Alcorn and seconded by Mr. Todd Chasteen, the Board voted unanimously for Approval of the School Nutrition Equipment Assistance Grants, as presented. (See attachment BSOP 1)*

#### ***ACTION ON FIRST READING***

#### **BSOP 2 – Joint Legislative Education Oversight Committee: School Bus Driver Compensation and Employment Report**

##### **SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

**Objective 4.3:** Use State and federal funding according to State and federal laws and State Board of Education policies

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Ben Matthews (Chief School Operations Officer, Safe and Healthy Schools Support Division), and Mr. Kevin Harrison (Section Chief, Transportation Services Section)

##### **Discussion:**

This report is in accordance with: SB 257 (SL 2017-57) (SECTION 8.10):

DPI shall study the compensation of school bus drivers in the public schools and the challenges of recruiting and retaining school bus drivers. No later than April 1, 2018, DPI shall submit to JLEOC and FRD a report containing, at a minimum, all of the following information:

(1) A detailed explanation of how school bus drivers are compensated and employed in the public schools, including, at a minimum, the following information:

- a.) Average driving experience of school bus drivers;
- b.) Rates of retention of school bus drivers in local school administrative units;
- c.) Average term of service for school bus drivers;
- d.) Average hours worked by school bus drivers, per week;
- e.) Career paths for school bus drivers within a local school administrative unit;
- f.) Percentage of school bus drivers who work in the local school administrative unit in another capacity.

(2) The challenges of recruiting and retaining school bus drivers faced by local school administrative units.

(3) Recommendations, including input from local school administrators, on improving the process of recruiting and retaining school bus drivers.



Education Building, Raleigh	Thursday, April 5, 2018	State Board Room, 9:00 AM
-----------------------------	-------------------------	---------------------------

#### **Recommendations:**

It is recommended that the State Board of Education accept the report.

#### **Discussion/Comments:**

- BSOP Chair Gregory Alcorn noted a thorough discussion of this item.
- No additional comments.

This item was presented for Action on First Reading during the April 2018 State Board of Education meeting. (See Attachment BSOP 2)

*Upon motion by Mr. Gregory Alcorn and seconded by Mr. Todd Chasteen, the Board voted unanimously to Approve the JLEOC Report: School Bus Driver Compensation and Employment Report, as presented (See attachment BSOP 2)*

#### **ADJOURNMENT**

Indicating no other business, BSOP Chair Gregory Alcorn adjourned the April 2018 BSOP Committee meeting.

Chairman Cobey then recognized Dr. Olivia Oxendine, Committee Chair for the Educator Standards and Practices Committee.

### **EDUCATOR STANDARDS AND PRACTICES COMMITTEE MEETING (Dr. Olivia Oxendine, Chair; Mr. Eric Davis, Vice Chair)**

#### ***ACTION***

#### **ES&P 1 – SBE Policy LICN-001 Amendments to Alignment with Statute**

##### **SBE Strategic Plan**

**Goal 3:** Every student, every day has excellent educators

**Objective 3.1:** Develop and support highly effective teachers

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Tom Tomberlin, (Director of Educator Human Capital Policy and Research), Dr. Andrew Sioberg (Director, Educator Preparation)

#### **Description:**

Recent State legislation (S.L.2017-189, formerly SB 599) passed in July 2017 calls for a comprehensive overhaul to educator preparation and licensure. S.L. 2017-189 necessitates additions, modifications, and deletions to SBE policy associated with educator preparation and licensure. This item, returning this month for additional discussion, includes the recommendations of the Professional Educator Preparation and Standards Commission (PEPSC) to update and align SBE policy LICN-001 with current law.

#### **Recommendations:**

It is recommended that the State Board of Education approve these policy changes as presented.

#### **Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion on this item.
- Dr. Oxendine stated that these items represented the bedrock of the preparation, evaluation, testing, renewal and the licensing of educators in North Carolina.

This item was submitted as Action during the April 2018 State Board of Education meeting. (See Attachment ES&P 1)

*Upon motion by Dr. Olivia Oxendine and seconded by Mr. Eric Davis, the Board voted unanimously to Approve the SBE Policy LICN-001 Amendments to Align with Statute, as presented (See attachment ES&P 1)*

#### ***ACTION ON FIRST READING***

#### **ES&P 2 – SBE Policy LICN-002 Amendments to Alignment with Statute**

##### **SBE Strategic Plan**

**Goal 3:** Every student, every day has excellent educators

**Objective 3.1:** Develop and support highly effective teachers

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Tom Tomberlin, (Director of Educator Human Capital

Education Building, Raleigh	Thursday, April 5, 2018	State Board Room, 9:00 AM
-----------------------------	-------------------------	---------------------------

Policy and Research), Dr. Andrew Sioberg (Director, Educator Preparation)

**Description:**

Recent State legislation (S.L.2017-189, formerly SB 599) passed in July 2017 calls for a comprehensive overhaul to educator preparation and licensure. S.L. 2017-189 necessitates additions, modifications, and deletions to SBE policy associated with educator preparation and licensure. This item includes the recommendations of the Professional Educator Preparation and Standards Commission (PEPSC) to update and align SBE policy LICN-002 with current law.

**Recommendations:**

It is recommended that the State Board of Education approve these policy changes as presented.

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine noted that this item was taken up in closed session.

This item was submitted as Action on First Reading during the April 2018 State Board of Education meeting. (See Attachment ES&P 2)

***ACTION ON FIRST READING***

**ES&P 3 – SBE Policy LICN-003 Amendments to Alignment with Statute**

**SBE Strategic Plan**

**Goal 3:** Every student, every day has excellent educators

**Objective 3.1:** Develop and support highly effective teachers

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Tom Tomberlin, (Director of Educator Human Capital Policy and Research), Dr. Andrew Sioberg (Director, Educator Preparation)

**Description:**

Recent State legislation (S.L.2017-189, formerly SB 599) passed in July 2017 calls for a comprehensive overhaul to educator preparation and licensure. S.L. 2017-189 necessitates additions, modifications, and deletions to SBE policy associated with educator preparation and licensure. This item includes the recommendations of the Professional Educator Preparation and Standards Commission (PEPSC) to update and align SBE policy LICN-003 with current law.

**Recommendations:**

It is recommended that the State Board of Education approve these policy changes as presented.

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion on this item.
- No further comments.

This item was submitted as Action on First Reading during the April 2018 State Board of Education meeting. (See Attachment ES&P 3)

*Upon motion by Dr. Olivia Oxendine and seconded by Mr. Eric Davis, the Board voted unanimously to Approve the SBE Policy LICN-003 Amendments to Align with Statute, as presented (See attachment ES&P 3)*

***DISCUSSION***

**ES&P 4 – SBE Policy LICN-004 Amendments to Alignment with Statute**

**SBE Strategic Plan**

**Goal 3:** Every student, every day has excellent educators

**Objective 3.1:** Develop and support highly effective teachers

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Tom Tomberlin, (Director of Educator Human Capital Policy and Research), Dr. Andrew Sioberg (Director, Educator Preparation)

**Description:**

Recent state legislation (S.L.2017-189, formerly SB 599) passed in July 2017 calls for a comprehensive overhaul to educator preparation and licensure. S.L. 2017-189 necessitates additions, modifications, and omissions to SBE policy associated with educator preparation and licensure. This item includes the recommendations of the Professional Educator Preparation and

Education Building, Raleigh	Thursday, April 5, 2018	State Board Room, 9:00 AM
-----------------------------	-------------------------	---------------------------

Standards Commission (PEPSC) to delete policy LICN-004 and transfer relevant information on the Beginning Teacher Support Program (BTSP) to a Teacher Education (TCED) policy.

**Recommendations:**

It is recommended that the State Board of Education approve these policy changes as presented.

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion on this item.
- No further discussion.

This item is submitted as Discussion during the April 2018 State Board of Education meeting. (See Attachment ES&P 4)

**DISCUSSION**

**ES&P 5 – Beginning Teacher Support Program (Transfer of LICN-004 Policy)**

**SBE Strategic Plan**

**Goal 3:** Every student, every day has excellent educators

**Objective 3.1:** Develop and support highly effective teachers

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Tom Tomberlin, (Director of Educator Human Capital Policy and Research), Dr. Andrew Sioberg (Director, Educator Preparation)

**Description:**

Recent state legislation (S.L.2017-189, formerly SB 599) passed in July 2017 calls for a comprehensive overhaul to educator preparation and licensure. S.L. 2017-189 necessitates additions, modifications, and deletions to SBE policy associated with educator preparation and licensure. This item includes the recommendations of the Professional Educator Preparation and Standards Commission (PEPSC) to create a new policy: Beginning Teacher Support Program (BTSP) in the Teacher Education policy area. This policy outlines the requirements and expectations for BTSP programs. (The content of the policy comes from the LICN-004 which is proposed for deletion in order to move the BTSP policy into the proper policy segment - TCED.)

**Recommendations:**

It is recommended that the State Board of Education approve these policy changes as presented.

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion on this item.
- No further discussion.

This item was submitted as Discussion during the April 2018 State Board of Education meeting. (See Attachment ES&P 5)

**DISCUSSION**

**ES&P 6 – Conversion of Initial Professional License to Continuing Professional License**

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Tom Tomberlin, (Director of Educator Human Capital Policy and Research), Dr. Andrew Sioberg (Director, Educator Preparation)

**Description:**

Recent state legislation (S.L.2017-189, formerly SB 599) passed in July 2017 calls for a comprehensive overhaul to educator preparation and licensure. S.L. 2017-189 necessitates additions, modifications, and deletions to SBE policy associated with educator preparation and licensure. This item includes the recommendations of the Professional Educator Preparation and Standards Commission (PEPSC) to create a new policy: Conversion of Initial Professional License to Continuing Professional License in the Licensure policy area. This policy outlines the requirements of professional educators to convert an Initial Professional License to a Continuing Professional License.

**Recommendations:**

It is recommended that the State Board of Education approve these policy changes as presented.

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion on this item.
- No further discussion.

Education Building, Raleigh	Thursday, April 5, 2018	State Board Room, 9:00 AM
-----------------------------	-------------------------	---------------------------

This item was submitted as Discussion during the April 2018 State Board of Education meeting. (See Attachment ES&P 6)

#### ***DISCUSSION***

#### **ES&P 7 – SBE Policy LICN-006 – Amendments to Align with Statute**

##### **SBE Strategic Plan**

**Goal 3:** Every student, every day has excellent educators

**Objective 3.1:** Develop and support highly effective teachers

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Tom Tomberlin, (Director of Educator Human Capital Policy and Research), Dr. Andrew Sioberg (Director, Educator Preparation)

##### **Description:**

Recent state legislation (S.L.2017-189, formerly SB 599) passed in July 2017 calls for a comprehensive overhaul to educator preparation and licensure. S.L. 2017-189 necessitates additions, modifications, and deletions to SBE policy associated with educator preparation and licensure. This item includes the recommendations of the Professional Educator Preparation and Standards Commission (PEPSC) to update and align SBE policy LICN-006 with current law. This policy details important information related to experience credit for professional educators.

##### **Recommendations:**

It is recommended that the State Board of Education approve these policy changes as presented.

##### **Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion on this item.
- No further discussion.

This item was submitted as Discussion during the April 2018 State Board of Education meeting. (See Attachment ES&P 7)

#### ***DISCUSSION***

#### **ES&P 8 – SBE Policy LICN-007 – Amendments to Align with Statute**

##### **SBE Strategic Plan**

**Goal 3:** Every student, every day has excellent educators

**Objective 3.1:** Develop and support highly effective teachers

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Tom Tomberlin, (Director of Educator Human Capital Policy and Research), Dr. Andrew Sioberg (Director, Educator Preparation)

##### **Description:**

Recent state legislation (S.L.2017-189, formerly SB 599) passed in July 2017 calls for a comprehensive overhaul to educator preparation and licensure. S.L. 2017-189 necessitates additions, modifications, and deletions to SBE policy associated with educator preparation and licensure. This item includes the recommendations of the Professional Educator Preparation and Standards Commission (PEPSC) to update and align SBE policy LICN-007 with current law. This policy details information related to licensure suspension and revocation.

##### **Recommendations:**

It is recommended that the State Board of Education approve these policy changes as presented.

##### **Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion on this item.
- No further discussion.

This item was submitted as Discussion during the April 2018 State Board of Education meeting. (See Attachment ES&P 8)

#### ***DISCUSSION***

#### **ES&P 9 – SBE Policy LICN-021 – Amendments to Align with Statute**

##### **SBE Strategic Plan**

**Goal 3:** Every student, every day has excellent educators

**Objective 3.1:** Develop and support highly effective teachers

Education Building, Raleigh	Thursday, April 5, 2018	State Board Room, 9:00 AM
-----------------------------	-------------------------	---------------------------

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Tom Tomberlin, (Director of Educator Human Capital Policy and Research), Dr. Andrew Sioberg (Director, Educator Preparation)

**Description:**

Recent state legislation (S.L.2017-189, formerly SB 599) passed in July 2017 calls for a comprehensive overhaul to educator preparation and licensure. S.L. 2017-189 necessitates additions, modifications, and deletions to SBE policy associated with educator preparation and licensure. This item includes the recommendations of the Professional Educator Preparation and Standards Commission (PEPSC) to update and align SBE policy LICN-021 with current law. LICN-021 outlines the procedure for seeking exception from licensure requirements through the Extenuating Circumstances Committee.

**Recommendations:**

It is recommended that the State Board of Education approve these policy changes as presented.

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion on this item.
- No further discussion.

This item was submitted as Discussion during the April 2018 State Board of Education meeting. (See Attachment ES&P 9)

**ADJOURNMENT**

Indicating no other business, ES&P Committee Chair Dr. Oxendine adjourned the April 2018 ES&P Committee meeting.

Chairman Cobey then recognized Ms. Becky Taylor, Committee Chair for the Education Innovation and Charter Schools Committee.

**EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE MEETING**  
(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)

EICS Committee Chair Rebecca Taylor called the April 2018 Education Innovation and Charter Schools (EICS) Committee meeting to order.

**ACTION**

**EICS 1 – Innovative School District Update on Selection and Negotiation Process with Potential Innovative School Operators (ISO) for Southside Ashpole Elementary School**

**Presenter(s):** Dr. Eric Hall (ISD Superintendent)

**Description:**

Dr. Hall will review with the Board the steps and activities followed during the evaluation process by SchoolWorks for the two entities that have applied to operate Southside Ashpole Elementary. Based on the final evaluations by SchoolWorks and the recent negotiations activities, Dr. Hall will enter his final recommendation on the selection of an Innovative School Operator (ISO), with a request for approval by the State Board of Education.

**Recommendations:**

It is recommended that the State Board of Education approve the recommended Innovative School Operator at the April 2018 SBE Meeting.

**Discussion/Comments:**

- EICS Committee Chair, Becky Taylor, noted the previous day's healthy and lengthy discussion on this item. She thanked Dr. Hall for his and his team's diligent work in developing this recommendation. She added that Dr. Hall had shown his commitment to the ISD mission. He was fully invested in helping the students at Southside Ashpole and others in low-performing schools. Ms. Taylor also thanked the two innovative school operators for their applications and diligent work throughout the application and evaluation process.
- Ms. Taylor reminded the Board that this decision was important. The General Assembly, in enacting ISD legislation entrusted the Board, State Superintendent and the ISD with improving educational outcomes for students in low-performing schools.
- Robeson County schools in adopting a resolution to transfer Southside Ashpole to the ISD also entrusted the Board with the same mission. She added that the students, parents, and community of Roland were also trusting everyone to help turn around their school.

Education Building, Raleigh	Thursday, April 5, 2018	State Board Room, 9:00 AM
-----------------------------	-------------------------	---------------------------

- Ms. Taylor noted that yesterday she asked Dr. Hall to present an alternate recommendation with some potential stipulations to go with the initial recommendation for today's consideration.
- She recognized Dr. Eric Hall to lead the item.
- Dr. Hall thanked the Board and added that this had been a year of learning. He took great pride in the collaboration, partnership and everything that has come from this Board. He also acknowledged DPI for the support he has received.
- Dr. Hall stated after additional conversations and meeting with the State Board attorneys about looking at other options, he would like to continue moving forward with the recommendation for Achievement for All Children. The first year of implementing anything comes with a lot of opportunities to learn and a lot of opportunities to grow, but also significant responsibility to be accountable to the public, the local community and to the educators that would be supporting and serving to do this work.
- Dr. Hall talked about stipulations that may be helpful to put guidance around how we get this work done in the first year and the years to come. Some of the stipulations were created based on remaining questions from the evaluation. Many of the remaining evaluation questions could be addressed in the contract and items needing to be in place with some clarifications over the next 10 days. He would be looking for AAC to come back with clarity in writing about some of the remaining concerns identified in the evaluation. In addition, he would request a written description explicitly outlining beyond the contract, the relationship between AAC and CFA. Also, he would request that AAC provide the most current financial statement or audit, and include monthly summary reports from ACC to the ISD (data, activities and, etc.)
- Quarterly in-person reports by the School Principal and the ISD Superintendent to the State Board of Education. The ISD Superintendent shall have final authority and approval of the Operator's selection, approval, and removal of the school principal. The ISD Superintendent shall have final decision and authority over the Operator's role in the areas of School finance, human capital, curriculum and instruction.
- Dr. Hall discussed the ISO accountability overview. Once contracted, the Operator would be monitored based on the following: monthly and quarterly data reports focused on student progress in reading and math; student attendance and behavior; teacher retention and satisfaction; parent/community engagement and coordination of services. Ultimately, contract monitoring evaluations to ensure compliance with expectations of the contract and compliance with state and federal policies. On-going school and classroom walkthroughs and observations (focused on instruction, learning and overall school culture); ISD Superintendent's regular engagement in school team meetings (PLC meetings, staff meetings, school leadership team meetings, etc.); ISD Superintendent's participation in parent/community events; teacher working conditions survey results; annual school performance scores, student growth outcomes, and other data measures.
- With that, Dr. Hall submitted his final recommendation to the Board, as represented in the PowerPoint materials presented on April 5, 2018.
- Ms. Taylor stated that she could not make the motion and asked if there was another Board member who would like to make the motion.
- Dr. Oxendine volunteered to make the motion. She added that she did not take lightly what she was about to do and that she was a resident and a taxpayer of Robeson County. She stated that she wanted to see the school succeed and there were a lot of discussions yesterday. Dr. Oxendine noted that after the Board voted today, that they do not the school.
- Dr. Oxendine moved that the Board accept the recommendation of Dr. Eric Hall to Approve Achievement for All Children as the Operator of Southside Ashpole Elementary school located in Robeson County.
- Chairman Cobey noted that the motion stood approve eight to four.

*Upon motion by Dr. Olivia Oxendine and seconded by Ms. Amy White, the Board voted to Accept the Recommendation of Dr. Eric Hall to Approve Achievement for All Children as the Operator of Southside Ashpole Elementary School located in Robeson County. The vote **YES** for the motion: Cobey, Collins, Forest, Folwell, White, Oxendine, Alcorn and Chasteen. The vote **NO** for the motion: Taylor, McDevitt, Willoughby, and Davis (See attachment EICS 1)*

This item was presented for Action during the April 2018 State Board of Education meeting. (See Attachment EICS 1)

#### **ACTION ON FIRST READING**

#### **EICS 2 – ISD Request for Waiver and Exemptions from State Laws and State Board of Education Policies for Innovative School at Southside Ashpole Elementary School**

**Presenter(s):** Dr. Eric Hall (ISD Superintendent)

#### **Description:**

Dr. Hall will review with the Board the steps and activities followed during the evaluation process by SchoolWorks for the two entities that have applied to operate Southside Ashpole Elementary. Based on the final evaluations by SchoolWorks and the recent negotiations activities, Dr. Hall will enter his final recommendation on the selection of an Innovative School Operator (ISO), with a request for

Education Building, Raleigh	Thursday, April 5, 2018	State Board Room, 9:00 AM
-----------------------------	-------------------------	---------------------------

approval by the State Board of Education.

**Recommendations:**

It is recommended that the State Board of Education grant permission to operate Southside Ashpole as authorized under Article 14A of Chapter 115C.

**Discussion/Comments:**

- EICS Committee Chair, Becky Taylor noted a thorough discussion on this item.
- No further comments.

*Upon motion by Ms. Becky Taylor and seconded by Mr. Wayne McDevitt, the Board voted unanimously to Grant Permission to Operate Southside Ashpole as Authorized Under Article 14A of Chapter 115C, as presented. (See attachment EICS 2)*

This item is presented for Action during the April 2018 State Board of Education meeting. (See Attachment EICS 2)

**DISCUSSION**

**EICS 3 – 2018 Charter School Application Recommendations**

**SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), Mr. Alex Quigley (Chair, NC Charter Schools Advisory Board), and Mr. Steven Walker (Vice Chair, Charter Schools Advisory Board)

**Description:**

The State Board of Education (SBE) annually adopts a process and timeline by which the NCDPI Office of Charter Schools manages the solicitation and review of applications to operate a charter school in North Carolina (NC). At the end of this process, the SBE receives recommendations from the NC Charter Schools Advisory Board (CSAB) regarding which applications for charters should be approved. This year's recommendations from the CSAB are for schools that would open for the 2019-20 school year.

On September 22, 2017, twenty-nine applicants submitted applications ahead of the 5:00 p.m. (EST) deadline. The Office of Charter Schools reviewed all twenty-nine applications to ensure they were complete. Nineteen applications were certified to be complete. Consistent with the State Board-approved application timeline and process and per statute, any applicant group whose application was deemed incomplete was then granted five business days to submit any missing information. At the end of this process, additional five days, five of the eight incomplete applications were deemed complete. Subsequently, the CSAB voted and deemed three of these applications to be incomplete as the applicants did not submit information within the legislatively mandated timeline.

From October 2017 through March 2018, external evaluators possessing multiple years of experience in the areas of finance, governance, operations, and academics, read the twenty-nine submitted applications and provided feedback on them through a standard rubric to inform the CSAB's review and decision-making. All twenty-nine applications (along with clarification documents, where applicable) were forwarded to the CSAB Policy and Performance committees for review. Twenty-nine applicant groups were provided an in-person clarification opportunity in front of the CSAB committees regarding any item in the application that the external reviewers deemed to be less than clear. Following the in-person clarification opportunity, the CSAB committee discussed and made recommendations to the full CSAB on which applicant groups would receive a one-hour interview opportunity with the full CSAB. The CSAB invited nineteen of twenty-nine applicant groups to be interviewed by the full CSAB. Each applicant group was provided the opportunity to respond to questions posed by the CSAB concerning deficiencies and clarifications from the submitted application. At the end of the one-hour deliberations regarding each applicant group, the CSAB voted whether to recommend the group to the SBE as ready to enter the Planning Year.

The CSAB met on October 9, 2017, November 6-7, 2017, December 11-12, 2017, January 8-9, 2018, February 12-13, 2018, and March 9, 2018, and, consistent with the SBE-approved timeline, finalized all application recommendations in time to submit the recommendations below to the SBE in April 2018.

The CSAB disposition for each of the twenty-nine complete 2017 applications are as follows:

**Discussion/Comments:**

- EICS Committee Chair Becky Taylor noted a thorough discussion on this item.

Education Building, Raleigh	Thursday, April 5, 2018	State Board Room, 9:00 AM
-----------------------------	-------------------------	---------------------------

- No further comments.

This item is presented for Discussion during the April 2018 State Board of Education meeting. (See Attachment EICS 3)

### ***DISCUSSION***

#### **EICS 4 – 2018 Proposed Changes to the Charter School Application, Timeline, Process and Charter Agreement**

##### **SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

##### **Description:**

Per State Board of Education (SBE) Policy CHTR-012 and GS 115C.218, the SBE must establish and approve the charter school application process and timeline prior to each application round. The Charter Schools Advisory Board (CSAB), with recommendations from the Office of Charter Schools (OCS), now recommends a timeline and process for the 2018 application round for applicants proposing to open in 2020 (attached). Additionally, a part of this recommendation includes approving proposed changes to the Charter Agreement for new schools opening in 2018 and existing schools with renewal terms expiring in 2018. The proposed changes help comply with statutory and SBE policy requirements.

##### **Recommendations:**

The CSAB recommends that the State Board of Education approve its recommendation on the proposed timeline, Charter agreement, and process changes.

##### **Discussion/Comments:**

- EICS Committee Chair Becky Taylor noted a thorough discussion on this item.

This item is presented for Discussion during the April 2018 State Board of Education meeting. (See Attachment EICS 4)

### **ADJOURNMENT**

Indicating no other business, EICS Committee Chair Becky Taylor adjourned the April 2018 EICS Committee meeting.

Chairman Cobey then recognized Mr. Eric Davis, Committee Chair for the Educator Standards and Practices Committee.

### **STUDENT LEARNING AND ACHIEVEMENT COMMITTEE CHAIR REPORT (Mr. Eric Davis, Chair, and Dr. Olivia Holmes Oxendine, Vice Chair)**

### ***ACTION***

#### **SLA 1 – Alternative Charter School Request for an Alternative Accountability Model**

**Policy Implications:** SBE ACCT-038, G.S. §115C-12(24), G.S. §115C-83.15

##### **SBE Strategic Plan**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Objective 1.2:** Graduate students prepared for post-secondary education.

**Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

**Objective 1.4:** Reduce the percentage of students needing remediation in post-secondary education.

**Objective 1.5:** Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

**Presenter(s):** Dr. Stacey Wilson-Norman (Chief Academic Officer, Academic Services) and Dr. Tammy Howard (Director, Accountability Services)

At its November 2017 meeting, the State Board of Education approved three charter schools - Central Wake Charter High School, Commonwealth High School and Stewart Creek High School - as alternative schools for accountability purposes, making them eligible to participate in the Alternative Schools' Accountability Model. The schools submitted their intent to participate to the Accountability Services Division within one week of approval, as requested. All three schools selected Option D, to submit their own accountability model to the State Board of Education for approval.



Education Building, Raleigh	Thursday, April 5, 2018	State Board Room, 9:00 AM
-----------------------------	-------------------------	---------------------------

### **Recommendations:**

It is recommended that the SBE approve the alternative accountability options as presented.

### **Discussion/Comments:**

- SLA Committee Chair Mr. Eric Davis noted that this item was unchanged from what was presented to the Board last month.
- No additional comments.

*Upon motion by Mr. Eric Davis and seconded by Mr. Gregory Alcorn, the Board voted unanimously to Approve the Alternative Charter Schools Request for an Alternative Accountability Model, as presented. (See attachment SLA 1)*

This item was presented for Action during the April 2018 State Board of Education meeting. (See Attachment SLA 1)

### **ACTION ON FIRST READING**

### **SLA 2 – Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina: K-8 Mathematics**

#### **Policy Implications:**

#### **SBE Strategic Plan**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Objective 1.2:** Graduate students prepared for post-secondary education.

**Objective 1.5:** Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

**Goal 2:** Every student has a personalized education.

**Objective: 2.2** Increase the number of teachers and students using digital learning tools.

**Presenter(s):** Dr. Stacey Wilson-Norman (Chief Academic Officer), Ms. Deborah Goodman (Lead Consultant, Digital Teaching and Learning) and Dr. Carmella Fair (Instructional Resource Consultant, Digital Teaching and Learning)

### **Description:**

The 2018 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina contains the process and procedures for submission, evaluation, and adoption of K-8 Mathematics Education. The 2018 Invitation also includes rules and regulations based on General Statutes and State Board Policies that govern the adoption process. The 2018 Invitation has been reviewed by General Counsel to the Board, as directed by State Board Policy TEXT-001.

The 2018 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina goes to publishers registered on the NC Publishers Registry to request submission of textbooks/instructional materials for evaluation. The Invitation outlines procedures and timelines for the textbook adoption process. Prior to the Invitation being issued, DPI content consultants review relevant standards and curricula to develop the criteria for submission of materials. The criteria are included in the Invitation that is sent to publishers registered on the NC Publishers Registry upon State Board approval. Evaluation sheets are written using the criteria.

The statewide adoption process offers one way for schools to have access to quality instructional materials at the lowest prices available. The adoption process stresses compatibility with the North Carolina Standard Course of Study and the appropriateness of the materials for the teachers and students who are end users.

Resources:

Division of Digital Teaching and Learning staff; Division of K-12 Standards, Curriculum and Instruction staff; Division of Exceptional Children staff; Procurement Office staff; State Board of Education Legal Counsel

### **Recommendations:**

The State Board of Education is requested to approve the 2018 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina at its April 2018 meeting for the content area presented.

### **Discussion/Comments:**

- SLA Committee Chair Mr. Eric Davis noted a thorough discussion on this item.
- No further comments.

Education Building, Raleigh	Thursday, April 5, 2018	State Board Room, 9:00 AM
-----------------------------	-------------------------	---------------------------

*Upon motion by Mr. Eric Davis and seconded by Ms. Tricia Willoughby, the Board voted unanimously to Approve the Invitation to Submit Textbook for Evaluation and Adoption in NC: K-8 Mathematics, as presented. (See attachment SLA 2)*

This item was presented for Action on First Reading during the April 2018 State Board of Education meeting. (See Attachment SLA 2)

### ***ACTION ON FIRST READING***

#### **SLA 3 – State Advisory Council on Indian Education Nominee for Membership to Fill Vacancy**

**Presenter(s):** Dr. Susan Silver (DPI Liaison to SACIE)

#### **Description:**

The State Advisory Council on Indian Education serves a vital role in advising the State Board of Education on issues pertaining to the education of American Indian students. As legislatively mandated, Council membership is determined based on recommendations from the NC Commission of Indian Affairs Board, with review and final approval of all nominees by the NC State Board of Education.

In September 2017, Ms. Chenoa Davis resigned from the State Advisory Council on Indian Education. The NC Commission of Indian Affairs has put forth a nominee to serve out the remainder of Ms. Davis' term. The nominee is a member of the Haliwa-Saponi tribe and a career educator with over 30 years of experience.

#### **Recommendations:**

The NC Commission of Indian Affairs Board recommends that the State Board of Education approve the nominee.

#### **Discussion/Comments:**

- SLA Committee Chair Mr. Eric Davis noted a thorough discussion on this item.
- No further comments.

*Upon motion by Mr. Eric Davis and seconded by Dr. Olivia Oxendine, the Board voted unanimously to Approve the State Advisory Council on Indian Education Nominee for Membership to Fill Vacancy, as presented. (See attachment SLA 3)*

This item was presented for Action on First Reading during the April 2018 State Board of Education meeting. (See Attachment SLA 3)

### ***DISCUSSION***

#### **SLA 4 – Revision to the Policy Requiring End of Course as at Least 20% of a Student's Final Course Grade During Initial Operational Year**

**Policy Implications:** SBE TEST-003 and TEST-016

#### **SBE Strategic Plan**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Objective 1.2:** Graduate students prepared for post-secondary education.

**Objective 1.4:** Reduce the percentage of students needing remediation in post-secondary education.

**Objective 1.5:** Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

**Presenter(s):** Dr. Stacey Wilson-Norman (Chief Academic Officer, Academic Services) and Dr. Tammy Howard (Director, Accountability Services)

#### **Description:**

In June 2017, the North Carolina State Board of Education (SBE) adopted new K–8 mathematics standards and approved revised high school mathematics standards for NC Math 1 and NC Math 3. These standards and the new assessments aligned to the standards will be implemented in the 2018–19 school year. For tests developed under the North Carolina Testing Program, academic achievement standard setting, the process of determining cut scores for the different achievement levels is conducted in the summer following the implementation year, which results in a delay of students' test scores. SBE polices TEST-003 and

Education Building, Raleigh	Thursday, April 5, 2018	State Board Room, 9:00 AM
-----------------------------	-------------------------	---------------------------

TEST-016 require public schools to use results from all course-specific operational assessments as a minimum of twenty percent (20%) of the student's final grade for each respective course. Because test scores will not be returned the last day of the semester following the implementation year, it impacts student placement, graduation, and sports eligibility decisions.

**Recommendations:**

It is recommended that the SBE remove from SBE policies TEST-003 and TEST-016 the 20% of the final grade requirement for students enrolled in a course during the initial implementation year of new assessments for courses where scores are not immediately available due to standard setting. This policy change would become effective with the 2018–19 school year and beyond.

**Discussion/Comments:**

- SLA Committee Chair Mr. Eric Davis noted a thorough discussion on this item.

This item was presented for Discussion during the April 2018 State Board of Education meeting. (See Attachment SLA 4)

**DISCUSSION**

**SLA 5 – State Advisory Council on Indian Education Annual Report**

**Policy Implications:**

**SBE Strategic Plan**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Objective 1.2:** Graduate students prepared for post-secondary education.

**Objective 1.4:** Reduce the percentage of students needing remediation in post-secondary education.

**Objective 1.5:** Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

**Goal 2:** Every student has a personalized education

**Objective 2.1:** Increase the number of students who graduate from high school with post-secondary credit

**Objective 2.5:** Decrease the percentage of Low-Performing Schools and Low-Performing School Districts in the State

**Goal 3:** Every student, every day has excellent educators

**Objective 3.1:** Develop and support highly effective teachers

**Objective 3.2:** Develop and support highly effective principals

**Objective 3.2:** Increase the access to effective and highly-effective teachers for students in low-achieving and high-poverty schools relative to their higher-achieving and lower-poverty peers.

**Goal 5:** Every student is healthy, safe, and responsible

**Objective 5.1:** Create and maintain a safe and respectful school environment

**Presenter(s):** Dr. Connie Locklear (Chairperson, State Advisory Council on Indian Education), Dr. Susan Faircloth (Vice Chairperson State Advisory Council on Indian Education), and Dr. Susan Silver (DPI Liaison to the State Advisory Council on Indian Education)

**Description:**

The State Advisory Council on Indian Education serves a vital role in advising the State Board of Education on issues pertaining to the education of American Indian students. As legislatively mandated, the Council analyzes the academic performance of American Indian students in North Carolina's public schools, outlining major findings and recommendations to the State Board of Education.

The full report analyzes student achievement data from the 2013–2017 performance on state tests, SAT and ACT participation and performance, Advanced Placement course participation and test performance, graduation and dropout rates and compares the performance of North Carolina's American Indian students to that of other representative student groups. The data reveal disparities between American Indian student performance and statewide performance. An electronic copy of the report will be provided to the Board and will be posted to <http://www.ncpublicschools.org/americanindianed/reports/>.

**Recommendations:**

It is recommended that the State Board of Education accept the report of the State Advisory Council on Indian Education.

**Discussion/Comments:**

- SLA Committee Chair Mr. Eric Davis noted a thorough discussion of this item.

Education Building, Raleigh	Thursday, April 5, 2018	State Board Room, 9:00 AM
-----------------------------	-------------------------	---------------------------

This item was presented for Discussion during the April 2018 State Board of Education meeting. (See Attachment SLA 5)

## ***DISCUSSION***

### **SLA 6 – Council on Education Services for Exceptional Children - Membership**

#### **Policy Implications:**

#### **SBE Strategic Plan**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Presenter(s):** Dr. Stacey Wilson-Norman (Chief Academic Officer, Academic Services) and Mr. William J. Hussey (Director, Exceptional Children Division)

#### **Description:**

The Council is established in federal and State law as an Advisory Council to the State Board of Education. Its establishment is set forth in Section 300.167-300.169 of the federal regulations, Section 1412(a)(21) of the Individuals with Disabilities Education Act (IDEA 2004) and Section 115C-121.1 of North Carolina General Statutes. The Council advises the State Board of Education on unmet needs within the state in the education of children with disabilities.

Legislation requires that a majority of members of the Council must be individuals with disabilities or parents of children with disabilities. The Council shall represent the various interests of the groups concerned with the education of children with disabilities, including gender, ethnic diversity, and representation from across the State.

In accordance with State Board of Education policy, the Council has a minimum of 24 appointed members. Two members are appointed by the Governor, two by the President Pro Tempore, two by the Speaker of the House, sixteen by the State Board of Education, and five members referred to as state agency representatives are designated by federal regulations. Terms for State agency members are governed by virtue of their position. The term of appointments for all members except those appointed by the State Board of Education is for two years. State Board of Education appointments are for four-year terms with no person serving more than two consecutive four-year terms. Membership requires the majority of members be parents of children with disabilities. The Council seeks recommendations with geographical, gender and race diversity. The Council is seeking recommendations to fill seven (7) vacancies: one Special Education Teacher; one LEA Special Education Administrator; one LEA General Education Administrator; one representative from Institutions of Higher Education; and a minimum of three parents of children with disabilities, ages birth -26, that may be interested in serving in this capacity.

#### **Recommendations:**

At the April meeting, the State Board of Education is asked to submit recommendations to fill the vacancies.

#### **Discussion/Comments:**

- SLA Committee Chair Mr. Eric Davis noted a thorough discussion on this item.

This item was presented for Discussion during the will April 2018 State Board of Education meeting. (See Attachment SLA 6)

## ***DISCUSSION***

### **SLA 7 – Early Warning System for Early Identification of At-Risk Children**

#### **Policy Implications:**

#### **SBE Strategic Plan**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Objective 1.2:** Graduate students prepared for post-secondary education.

**Objective 1.4:** Reduce the percentage of students needing remediation in post-secondary education.

**Objective 1.5:** Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

**Goal 2:** Every student has a personalized education

**Objective 2.1:** Increase the number of students who graduate from high school with post-secondary credit

**Objective 2.5:** Decrease the percentage of Low-Performing Schools and Low-Performing School Districts in the State

Education Building, Raleigh	Thursday, April 5, 2018	State Board Room, 9:00 AM
-----------------------------	-------------------------	---------------------------

**Goal 5:** Every student is healthy, safe, and responsible

**Objective 5.1:** Create and maintain a safe and respectful school environment

**Objective 5.1.1** Percentage of schools implementing a Multi-Tiered System of Support (MTSS)

**Objective 5.3:** Decrease the number of students who are chronically absent, dropout, or suspended out of school

**Presenter(s):** Dr. Stacey Wilson-Norman (Chief Academic), Mr. William J. Hussey (Director, Exceptional Children Division), and Dr. Amy Jablonski (Director, Integrated Academic and Behavior Systems)

**Description:**

The Every Child Accountability Tracking System (ECATS) consists of three modules: Multi-Tiered System of Support (MTSS), Special Education, and Medicaid. Each module meets critical State, Lea and School needs, as well as federal and State laws. ECATS is available to LEAs, Charter Schools, Regional Schools, Educational Services for the Deaf and Blind Schools (ESDB), and other public schools and entities under their purview as the need may arise.

The ECATS Early Warning System component of the MTSS Module, with associated UERS information system employed by NCDPI, provides the state's solution for implementing a statewide early warning system for all public school students. The ECATS Early Warning System includes the collection of student information that will assist schools with identifying students who are at risk. All LEAs and charter schools should use the Early Warning System to identify students who are at risk of adverse outcomes in grades preK-8 as soon as possible in the areas of attendance, behavior, literacy and math. All LEAs and charters should use this to identify students who are at risk of adverse outcomes in the areas of attendance, behavior, and academic indicators (ex: grade point average, course failure, ninth to tenth grade on time promotion).

**Recommendations:**

N/A

**Discussion/Comments:**

- SLA Committee Chair Mr. Eric Davis noted a thorough discussion on this item.

This item was presented for Discussion during the April 2018 State Board of Education meeting. (See Attachment SLA 7)

**ADJOURNMENT**

Indicating no other business, SLA Committee Chair Davis adjourned the April 2018 SLA Committee meeting.

Chairman Cobey then recognized Tricia Willoughby, Committee Chair for the Healthy Responsible Students Committee.

**HEALTHY RESPONSIBLE STUDENTS COMMITTEE CHAIR REPORT  
(Ms. Tricia Willoughby, Chair, and Mr. Reginald Kenan, Vice Chair)**

***NEW BUSINESS***

➤ ***High School Health Centers in Rockingham County Schools***

- Ms. Cathy DeMason, Director, Student Health Center

Ms. Demason made a presentation on the high school health centers in each of the system's high schools in Rockingham County Schools.

**ADJOURNMENT**

Indicating no other business, HRS Committee Chair Tricia Willoughby adjourned the April 2018 HRS Committee meeting.

**CHAIRMAN'S CLOSING COMMENTS**

Chairman Cobey thanked Board members, advisors, and staff for their preparation and participation in the discussions for a business this month. Chairman Cobey thanked Superintendent Johnson for his presentations and all staff for their presentations also.

Education Building, Raleigh	Thursday, April 5, 2018	State Board Room, 9:00 AM
-----------------------------	-------------------------	---------------------------

Chairman Cobey noted that we have a number of items to take care of before we adjourn. He reminded the Board that they are planning and work session for spring is scheduled for Tuesday and Wednesday, May 1 and May 2. Please have these dates on your calendar. Ms. West expects to send a draft agenda within the next week to 10 days. She and other SBE staff are working with Dr. Pitrie-Martin on developing the agenda.

Chairman Cobey asked if there was additional discussion on what was presented. If not, he asked for a motion to approve the revised Vision and Mission Statements. If there are any topics that you hope to address, please contact Ms. West as soon as possible. All activities will take place here in the education building, so we will not be traveling for this session.

Chairman Cobey was hopeful that we can resume our partnership with our teacher preparation programs across the state for our November meeting and planning and work session.

Chairman Cobey applauded the progress of the revisions and amendments to our licensure and educator preparation program policies, with great work from staff and from the Professional Educator Practices and Standards Commission. Chairman Cobey stated that this work will continue, and he appreciates the dedication of all involved for diving into this work in a short amount of time and producing the number of amendments approved so far.

Chairman Cobey stated that Board members and advisors were all aware that Ms. West will be retiring May 1, so we need to feel the position of director of operations and policy. He then asked for a motion for a recommendation. Chairman Cobey recognized Ms. White.

Ms. White reminded the Board that Ms. Betsy West announced her retirement as Board Director of Operations and Policy at the end of February after a long and distinguished career. The Board was then challenged with a very difficult position of trying to fill her shoes. Ms. White stated she was very pleased to announce that the Board has a candidate today to recommend at this time. That candidate's name is Dr. Deanna Townsend-Smith who currently serves as the Assistant Director of the Charter Schools with the Department of Public Instruction for the State of North Carolina. It is with confidence that Ms. White brings her name forward as the Board's candidate for this position.

*Upon motion by Ms. Amy White and seconded by Ms. Becky Taylor, the Board voted unanimously to Accept Dr. Deanna Townsend-Smith as the candidate to fill the Position of Board Director of Operations and Policy, as presented.*

Chairman Cobey noted that Ms. Taylor worked with Dr. Townsend-Smith for five years. Ms. Taylor shared that Dr. Deanna Townsend-Smith has watched what Ms. West has done. Dr. Townsend-Smith has complemented Ms. West to Ms. Taylor often and Ms. Taylor knows that Dr. Townsend-Smith has the professionalism, attention to detail that the Board needs. She also knows how to work with multiple things at one time, thrown at her at one time that change by the minute. Dr. Townsend Smith works very hard as a person that worked with Ms. Taylor on the EICS Committee. Ms. Taylor added that she knows that this was the right decision.

Chairman Cobey then asked Dr. Deanna Townsend-Smith and her fan club to stand to be acknowledged. He welcomed her to the State Board of Education Office.

Chairman Cobey stated that we now come to the election of a new Vice Chairman for the State Board of Education and entertained a new nomination from among board members.

Ms. Amy White nominated Mr. Eric Davis as Vice Chairman.

*Upon motion by Ms. Amy White and seconded by Mr. Gregory Alcorn, the Board voted unanimously to Elect Mr. Eric Davis as Vice Chairman of the State Board of Education, as presented.*

Chairman Cobey stated it was time to bid farewell to our outgoing Vice Chairman, Mr. A.L. "Buddy" Collins, who has filled his role fatefully for the past five years. Chairman Cobey is personally extremely grateful to Mr. Collins for his advice and counsel over these five years. His perspective and thoughts always informed Chairman Cobey's thinking about issues and decisions before the Board, because unlike Chairman Cobey, Mr. Collins served for sixteen years on a local school board.

Buddy, you will be sorely missed, but we wish you Godspeed as you go on to other things. He added that this was not the last time that we will hear from Mr. Collins. Chairman Cobey shared that Mr. Collins has all their cell phone numbers so that he can continue to stay in touch with them from time to time. Chairman Cobey then recognized Mr. Collins for a few closing comments.

Education Building, Raleigh	Thursday, April 5, 2018	State Board Room, 9:00 AM
-----------------------------	-------------------------	---------------------------

Mr. Collins stated that a far and away the best prize that life gives us to, work hard and work worth doing is what President Theodore Roosevelt said at one time. Mr. Collins said that there was no better work that can be done that is more worthwhile than helping children learn how to read, fulfill their full potential and to succeed in life. That is what we do. That is what other folks do, and that is the privilege that Mr. Collins has had to be with all of you.

He shared that he had an opportunity several weeks ago to attend a seminar, which students were asking about the future of education. It struck him that we do not think about the path of the history of education in the state enough. He added that we have a long history in the state of educating children. The original Constitution says it is one of our prime issues. But, if we look at what has happened, we live in a world in which we live in a civilization that is the richest, the most technologically advanced, and the freest the world has ever known. How did that happen? It happened on the backs of an education system that was originally designed to create a great variety of workers. He then asked, how did we succeed? How did we make it that much better? The answer is because of teachers. Teachers and classrooms. Mr. Collins shared that the thing that bothers him the most, of all that they have done, if we are going to make a change in education, and not have teachers at the table, we are going to make a big mistake. Because history proves that we may think that we are in charge of education, the twenty-six or so commissions in this town who think that they are in charge of education. Forget the basic truth is when that classroom door closes, the people who are in charge of education in this state are the classroom teachers. Mr. Collins added if he leaves us anything, if you echo back to any of his rants, or any of his protestations against the 10,000, please remember the teachers first. First, do no harm and measure twice as cut once. That is the way policy needs to be made.

Mr. Collins shared that he is known for on the days of State Board to post sarcastic, cynical quotes on his Facebook. Today he channeled Gandalf – "It is not ours to master all the tides of the world, but to do what is in us for the succor of those years wherein we are set, uprooting the evil in the fields that we know, so that those who live after may have clean earth to till. What weather they shall have is not ours to rule." Mr. Collins added may you guys have your weather and may God continually bless those who teach and work in education in the state. It has been his honor and privilege to serve with you.

Chairman Cobey thanked Buddy. It has been an honor, and a privilege and a pleasure to serve with you and to benefit from all your experience and great knowledge and passion for education.

Chairman Cobey then recognized Ms. Betsy West to read the resolution written for Mr. A.L. "Buddy" Collins. Ms. Betsy West shared that it was her honor and privilege to read this resolution honoring Mr. Collins and she hopes that he will believe that she did it justice.

Chairman Cobey invited Buddy to the front for a photo with the Board and receive an apple.

**NORTH CAROLINA STATE BOARD OF EDUCATION**  
**Resolution Honoring**  
**A. L. "Buddy" Collins**  
**For Outstanding Service as a North Carolina State Board of Education Member**  
**April 2013 – April 2018**

WHEREAS, the North Carolina State Board of Education takes pride in the extraordinary qualities and dedication of the citizens who have served public education as members of the North Carolina State Board of Education; and

WHEREAS, Mr. A. L. "Buddy" Collins has reflected these qualities in an exceptional manner during his five years as a State Board of Education member and as Vice Chairman; and

WHEREAS, Mr. Collins's many and varied experiences as an attorney and business man; a community volunteer; a local board of education member for more than fifteen years; a local community college Board of Trustees member; an author; a blogger, outdoorsman, and nature photographer; and parent of children in the state's public schools positioned him perfectly to serve on the State Board of Education; and

WHEREAS, Buddy Collins's life-long belief, grounded in his faith, that equal rights for all and the protection of those rights are worthy beliefs that make for worthy work; and

WHEREAS, his unquestionable belief in the right of all children to have equal access to a strong public education both with equal access to needed resources and with the presumption that they are all worthy of and have a right to academic rigor and high expectations, regardless of their circumstances; and

Education Building, Raleigh	Thursday, April 5, 2018	State Board Room, 9:00 AM
-----------------------------	-------------------------	---------------------------

WHEREAS, Mr. Collins’s participation on the State Board of Education, both as a member and as its Vice Chair, as well as his membership on the North Carolina School Safety Task Force, the Task Force on Summative Assessment, and the Whole Child NC Commission gave him a voice on multiple issues and widened his opportunities to advocate for improvements for children and educators; and

WHEREAS, Buddy Collins’s insatiable curiosity and intense interest in the world and in the history and understanding of all of its people and their stories and conditions have contributed to his fight for them as an attorney, his interest in them as a volunteer, and as a spokesman for them in his local and state leadership roles; and

WHEREAS, the Board understands that his stubborn, steely determination and his often intense, resolute manner have reflected the seriousness with which he approaches his work and his single-minded motivation simply to set in motion change for good and change for improvement; and

WHEREAS, Buddy Collins’s persistent habit of questioning and pushing for change and better answers reflects the size of his heart and his compassion for those who have no voice or no advocate;

NOW, THEREFORE BE IT:

RESOLVED, that the North Carolina State Board of Education expresses its heartfelt appreciation to Mr. A.L. “Buddy” Collins for his steadfast service and dedication; and

RESOLVED, that the Board wishes Godspeed to Buddy Collins and his family as he pens yet another chapter in the book of his life of service and civic participation for the greater good; and

RESOLVED, that the Board expresses its highest praise for his service to the State of North Carolina and its 1.5 million public school children and 100,000-plus educators while serving as a State Board member and Vice Chair; and

RESOLVED, that the Board, influenced by Mr. A. L. “Buddy” Collins’s knowledge, insight, intellect, commitment, and unrelenting energy for service, directs the Secretary of the State Board of Education to enter a copy of this resolution into the official minutes of the State Board of Education, and that an appropriately signed copy be presented to Buddy Collins, a proud North Carolina State University “Wolfpacker for life.”

\_\_\_\_\_  
William W. Cobey, Jr., Chairman  
North Carolina State Board of Education

\_\_\_\_\_  
Mark Johnson, State Superintendent  
North Carolina Department of Public Instruction

April 5, 2018

With no other business items to come before the Board, Chairman Cobey asked for a motion to adjourn from the April 2018, SBE meeting.

*Upon motion by Mr. A.L. Collins and seconded by, Dr. Olivia Oxendine, Board members voted unanimously to adjourn the April 5, 2018, meeting of the State Board of Education.*